

# Cambridge Certificate in Advanced English 5

*Examination papers from  
University of Cambridge  
ESOL Examinations:  
English for Speakers of  
Other Languages*

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE  
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK  
40 West 20th Street, New York NY 10011-4211, USA  
477 Williamstown Road, Port Melbourne VIC 3207, Australia  
Ruiz de Alarcón, 28014 Madrid, Spain  
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

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First published 2003

Printed in the United Kingdom at the University Press, Cambridge

ISBN 0 521 75442 9 Student's Book  
ISBN 0 521 75437 2 Student's Book with answers  
ISBN 0 521 75438 0 Self-study Pack  
ISBN 0 521 75439 9 Teacher's Book  
ISBN 0 521 75440 2 Set of 2 Cassettes  
ISBN 0 521 75441 0 Set of 2 Audio CDs

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Picture research by Valerie Mulcahy

Design concept by Peter Ducker [MSTD]

Cover design by Dunne & Scully

The cassettes and audio CDs which accompany this book were recorded at Studio AVP, London



## *To the student*

This book is for candidates preparing for the University of Cambridge ESOL Examinations Certificate in Advanced English (CAE). The CAE examination is widely recognised in commerce and industry and in individual university faculties and other educational institutions.

The collection of four complete practice tests comprises past papers from the Cambridge Certificate in Advanced English; you can practise these tests on your own or with the help of your teacher.

The CAE examination is part of a group of examinations developed by Cambridge ESOL called the Cambridge Main Suite. The Main Suite consists of five examinations which have similar characteristics but which are designed for different levels of English language ability. Within the five levels, CAE is at Cambridge/ALTE Level 4, Level C1 in the Council of Europe Framework and Level 2 in the UK National Qualifications Framework.

| Examination                                  | Cambridge/ALTE Level | Council of Europe Level | National Qualifications Framework Level |
|--|----------------------|-------------------------|---|
| CPE<br>Certificate of Proficiency in English | Level 5              | C2                      | 3                                       |
| CAE<br>Certificate in Advanced English       | Level 4              | C1                      | 2                                       |
| FCE<br>First Certificate in English          | Level 3              | B2                      | 1                                       |
| PET<br>Preliminary English Test              | Level 2              | B1                      | Entry 3                                 |
| KET<br>Key English Test                      | Level 1              | A2                      | Entry 2                                 |
| YLE<br>Cambridge Young Learners English      | Breakthrough Level   |                         |   |

The CAE examination consists of five papers:

|         |                |                            |
|---------|----------------|----------------------------|
| Paper 1 | Reading        | 1 hour 15 minutes          |
| Paper 2 | Writing        | 2 hours                    |
| Paper 3 | English in Use | 1 hour 30 minutes          |
| Paper 4 | Listening      | 45 minutes (approximately) |
| Paper 5 | Speaking       | 15 minutes                 |

## *To the student*

### **Paper 1 Reading**

This paper consists of four parts, each containing one text or several shorter pieces. The texts are taken from newspapers, magazines, non-literary books, leaflets, brochures, etc., and are selected to test a wide range of reading skills and strategies. There are between 40 and 50 multiple-matching, multiple-choice and gapped-text questions in total.

### **Paper 2 Writing**

This paper consists of two parts and candidates have to complete two tasks (letters, reports, articles, competition entries, proposals, reviews and leaflets) of approximately 250 words each. **Part 1** consists of one compulsory task based on substantial reading input. **Part 2** consists of one task selected from a choice of four. Question 5 is always related to business. Assessment is based on content, organisation and cohesion, accuracy and range of language, register and effect on target reader.

### **Paper 3 English in Use**

This paper consists of six parts designed to test the ability to apply knowledge of the language system, including vocabulary, grammar, spelling and punctuation, word-building, register and cohesion. It contains 80 items in total.

*Part 1* is based on a short text and consists of a four-option multiple-choice cloze which focuses on vocabulary.

*Part 2* is based on a short text and consists of a gap-fill exercise at word level which focuses on grammar.

*Part 3* is based on a short text and is designed to test the ability to proofread and correct samples of written English. There are two types of task, either of which may be used in a test. In the first, candidates have to identify additional words which are incorporated in the text. In the second, candidates have to identify errors of spelling and punctuation.

*Part 4* is based on two short texts and consists of a gap-fill exercise which focuses on word-building.

*Part 5* is based on two short texts; the first text provides the input for the second text, which is a gap-fill exercise. This task focuses on the ability to re-write a given text in a different register.

*Part 6* is based on a short text and consists of a gap-fill exercise at phrase or sentence level.

### **Paper 4 Listening**

This paper consists of four parts each with texts of varying length and nature which test a wide range of listening skills. There are between 30 and 40 matching, completion and multiple-choice questions in total.

### **Paper 5 Speaking**

Candidates are examined in pairs by two examiners, one taking the part of the Interlocutor and the other of the Assessor. The four parts of the test, which are based on visual stimuli and verbal prompts, are designed to elicit a wide range of speaking skills and strategies from both candidates.

Candidates are assessed individually. The Assessor focuses on grammar and vocabulary, discourse management, pronunciation, and interactive communication. The Interlocutor provides a global mark for the whole test.

### **Marks and results**

Each paper is weighted to 40 marks. Therefore, the five CAE papers total 200 marks, after weighting.

Your overall CAE grade is based on the total score gained in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination with grade A, B or C. A is the highest. The minimum successful performance in order to achieve grade C corresponds to about 60% of the total marks. D and E are failing grades.

Your Statement of Results will include a graphical profile of your performance in each paper and show your relative performance in each one.

The CAE examination is recognised by the majority of British universities for English language entrance requirements.

### **Further information**

For more information about CAE or any other Cambridge ESOL examination write to:

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<http://www.CambridgeESOL.org>

In some areas, this information can also be obtained from the British Council.

# Test 1

## PAPER 1 READING (1 hour 15 minutes)

### Part 1

Answer questions 1–14 by referring to the book reviews on page 5. Indicate your answers **on the separate answer sheet**.

For questions 1–14, match each of the statements below with one of the books (A–E) reviewed on page 5. Some of the choices may be required more than once.

#### Which book

- |   |          |
|---|----------|
| describes the results of one person's uncharacteristic behaviour?                   | 1 .....  |
| has a main character who is reluctant to accept a diminishing role?                 | 2 .....  |
| is considered a challenging read?   | 3 .....  |
| reveals the unhappiness hidden in people's lives?                                   | 4 .....  |
| looks at the relationships between two people from different backgrounds?           | 5 .....  |
| explores the unchanging nature of life in the country?                              | 6 .....  |
| is praised for its originality?   | 7 .....  |
| deals with the characters' attempts to reach a deeper understanding of themselves?  | 8 .....  |
| focuses on a character who is both appealing and scheming?                          | 9 .....  |
| conveys a character's feelings of inadequacy?                                       | 10 ..... |
| features a main character whose views on traditional ways of life undergo a change? | 11 ..... |
| deals with the activities of someone living in an invented world?                   | 12 ..... |
| is written in a similar style to a previous novel?                                  | 13 ..... |
| focuses on how people cope with disruption in their lives?                          | 14 ..... |

## New In Paperback

### A

The career of citizen Tristan Smith, set in the fictional republic of Efica, is an extraordinary parable of human power, history and humour. In a feat of considerable literary skill, the author has created a world with its own history, traditions and customs.

The book is notable also for its humour, and for the author's unique vision, which is here combined with his penetrating psychological insight in a novel which is difficult but rewarding.

### B

Harriet is poised and middle-class, with an architect husband and her own business. Ordinarily, she would never have met Sheila, a traditional working-class woman who looks after her ageing father and has brought up her grandson, Leo, since he was three.

Their lives are shattered when the teenage Leo viciously attacks Harriet's son, Joe, in the street. After the court case both boys refuse to talk about what happened. Leo, who had been a model pupil and had never been involved in a fight before, will not explain what came over him, while Joe recovers physically but becomes withdrawn. Harriet is tortured by the effect on her son and ministering to him takes over her life. Sheila is so wracked with guilt that she requests a meeting – from which their unusual friendship grows.

The great strength of the author has always been in depicting how people react to upheaval in their lives. He also captures the mother's sense that, no matter how hard she tries, she can never do enough.

### C

Shortlisted for the Booker prize, this book follows the fortunes of one of the most isolated of the Scottish Orkney islands and its inhabitants over a long and uneventful rural history.

The book sets this narrative against pertinent moments in Scottish history, as vividly imagined in the daydreams of the young protagonist, Throfinn Ragnarson, who disappears abruptly at one point in the book, only to return after the Second World War, having now learnt to appreciate the simplicity of his worthy ancestors' lives.

### D

Following his recent blockbuster success, the author has produced a sequel resonant with the same gentle irony and acid observations of family life which made its predecessor so appealing.

Fifteen years after her daughter's death, Aurora Greenway approaches her seventies with her spirited companion, Rosie Sunlap. Aurora's approach to life remains the same winning combination of vanity, charm and reluctant kindness, and Rosie provides an ally in her continuing and highly enjoyable manipulation of both suitors and friends. By the end of the book, Aurora is forced to acknowledge the passage of time that brings a new generation to centre stage.

The author is skilful at exposing the haunting sadness that hovers beneath the seeming ordinariness of life. He is attuned more to the shadows than the bright lights of human activity and identifies the randomness of events.

### E

Six disparate people are brought together by millionaire Logan Urquhart to sail around the islands of the South Pacific in his yacht, the *Ardent Spirit*. With her awe-inspiring mastery of descriptive language, the author charts the personal voyages of self-discovery with which each of these mariners prepares to return home, their own spirits quickened and made ardent by the experience of life adrift on 'the desert cities of waves'.

The author uses startling images to convey her themes of memory and awareness. Those images are both alienating and illuminating.

## Part 2

For questions 15–21, you must choose which of the paragraphs A–H on page 7 fit into the numbered gaps in the following newspaper article. There is one extra paragraph which does not fit in any of the gaps. Indicate your answers on the separate answer sheet.

### The day I drew Picasso

*Richard Cork recalls how, as an 18-year-old student, he came face-to-face with one of the most revered artists of the century.*

Even seen at a distance, eating his lunch at an open-air restaurant in Cannes harbour, Picasso was instantly recognisable. I was an 18-year-old student, filling in time before university by travelling round Europe and Morocco in a battered and unreliable van. Having run out of money, I found a boat-painting job on the waterfront. But I spent much of the time drawing, and was lucky enough to be carrying an ample sketchbook when my encounter with the octogenarian artist took place.

15

But my request was generously granted. Taking the large sheet I passed over, Picasso inscribed his name across the top of the paper. Then, as if unable to resist the blankness below, he added an exuberant linear flourish on the rest of the page. But Picasso's art, even at its least representational, was usually anchored in observed reality. So the curves may well refer to a cloud, the wind-rippled sea or the shape assumed by Cannes harbour, dominating his lunchtime vantage point.

16

After a while, I returned to the boat and proudly displayed the fruit of my visit. But the friend who had encouraged me to introduce myself to Picasso could see that the lunch party was still in progress. 'Is that all?' he asked, looking at the signature. 'Why on earth don't you go back and make the most of it? You won't get a chance like this again – and he probably wouldn't mind if you drew his portrait.'

17

Once he noticed, Picasso grinned like an imp and made my task wickedly difficult. He acted out a range of expressions, both ridiculous and macabre – rolling his eyes, sticking out his tongue and brandishing his hand in fantastical shapes on either side of his forehead. The entire performance was carried out with the gusto of an instinctive clown.

18

As if to bear this out, Picasso at last relented and lapsed into repose. For a few extraordinary minutes, he deliberately gave me the chance to study him without impediment. I noticed how tough and alert he appeared, still taut in a blue-and-white striped jersey. As compact as a wrestler, the deeply tanned figure resembled an athletic 60-year-old rather than a man who would soon be celebrating his 84th birthday.

19

He also seemed curiously removed and alone, even though there was plenty of company nearby. His engaging burst of buffoonery could not disguise an underlying gravity of spirit. Content to let his friends do most of the talking, he sat in a very private and absorbed silence, pursuing his own isolated interests undisturbed.

When the American lady told me that 'the Maestro' wanted to see his portrait, I became embarrassed and replied that it wasn't good enough to show him. Picasso insisted, however,



and after I passed my sketchbook over, he gave my efforts a generous nod.

20

He handed the pad back, and there was a drawing blithely at odds with my dogged strivings. Picasso had moved one eye onto my nose, and summarised my smile in a single, irresistibly vivacious line. I looked like a creature who had strayed from one of his more lighthearted mythological compositions. Perhaps he saw me

as an intruder from another world, peering in at him with all the gauche curiosity of a young man amazed to find himself face-to-face with an artist he venerated.

21

All the same, I look back now and wonder at my good fortune. Meeting Picasso and, more important, receiving his attention meant an enormous amount to me.

**A** Sketchbook under arm, I returned to Picasso's table. I thought it wise not to ask him whether he'd mind having his portrait drawn: a refusal at this stage might have wrecked the whole delicate enterprise. So I simply stood by the table, propped my pad against an ironwork screen, got out a stick of crayon and started to draw.

**B** Today, when I view the sheet with the two portraits, I am impressed above all by the salutary contrast between my tentative draughtsmanship and the joyful, effortless virtuosity of the face summarised beneath.

**C** Picasso was known to be a fairly reclusive figure who spent most of his time shut away working high in the hills. So I was doubly astonished to find him seated at a table with his wife, Jacqueline, and three companions. Without my friend's prompting, I would never have dared to walk over and ask for his signature. Nor did I imagine, as I nervously introduced myself and offered my sketchbook, that he would comply.

**D** I marvelled at the youthfulness of his clear, dark eyes, set with startling intensity in features remarkably unencumbered by the folds of slack flesh on so many elderly faces. The eyes were mesmerising, and I tried to give them the necessary forcefulness. After fastening themselves on whatever they wanted to scrutinise, they did not blink until the unwavering gaze moved elsewhere.

**E** I was tempted to give up the struggle, but the sheer high spirits of my playful sitter seemed tantamount to a challenge. However obstructive his antics, I felt that he was testing my persistence, in order, perhaps, to discover the true extent of my determination.

**F** I thanked Picasso, and asked him if he would be kind enough to sign the drawing. After consultation, the American explained that 'the Maestro says you already have his signature'. So there were limits to the generosity he was prepared to bestow on me!

**G** Then, to my astonishment, he announced that it was now his turn. I lost no time in giving him my crayon, and his hand applied a few swift, decisive strokes to the paper. In a matter of seconds, with beguiling assurance, he outlined a bearded face below the head which had taken me so many anxious minutes to produce.

**H** Delighted, I thanked him and embarked on a halting conversation. Since Picasso's English was even poorer than my French, an extravagantly dressed American woman at the table acted as our interpreter. She kept describing him as 'the Maestro', and it was difficult to combat her gushing interjections. But I did manage to tell Picasso of my voracious interest in art and my admiration for his work.

Part 3

Read the following magazine article and answer questions 22–28 on page 9. On your answer sheet, indicate the letter A, B, C or D against the number of each question. Give only one answer to each question.

## P.D. James

### ***Barbara Michaels meets the acclaimed crime writer, whose innocent exterior hides a complex and brilliant imagination.***

Best-selling crime writer P.D. James – the initials stand for Phyllis Dorothy – exudes an air of quiet authority. It is easy to envisage her, had she not become a creator of detective stories with more twists and turns than a spiral staircase, as a headmistress of a girls' school. But it is soon apparent from what she says that the authoritative mien is, in fact, a cloak for shyness. She reluctantly admits that Adam Dalgliesh, the detective in her novels, 'is, I suppose, modelled on myself – or rather, the way I would have turned out if I had been a man'. Dalgliesh prefers to unravel the complexities of crimes solo, as does his creator. 'I need time on my own, particularly when I am writing. I can write more or less anywhere as long as I have total privacy.'

She is too modest to concur with the view that she is Britain's best-known crime writer, even though her books – 12 major detective novels – are read avidly by millions all over the world. She herself is a great fan of the works of close friend Ruth Rendell. 'I particularly enjoy her psychological works, written under the name of Barbara Vine.' Books beside her bed are most likely to be by women writers such as Iris Murdoch, Anita Brookner and Penelope Lively, although not to the total exclusion of male authors like Graham Greene and Evelyn Waugh, whom she considers to have been the greatest novelists of their generation.

Success came to P.D. James late in life. Now in her seventies, she was 42 when her first crime novel, *Cover Her Face*, was published. Born in Oxford, the eldest of three children, Phyllis grew up mainly in Cambridge, where her family moved when she was 11 years old. 'I met my husband there – he was a student at the university, and I have always loved the place. That is why I chose it as the setting for *An Unsuitable Job For A Woman*.'

Reluctantly, she reveals that from a promising start, life has been hard, even tragic at times. Her Irish doctor husband, Connor Bantry White,

returned from the Second World War, during which he served with the Royal Army Medical Corps, a very sick man. 'I had to work long hours to support him and our two young daughters, Clare and Jane. The ideas were teeming in my head, but I could do practically nothing about it – I simply hadn't the time. My husband's parents, however, were marvellous, and took my daughters under their wing, giving them a sense of security throughout those difficult years.'

While working full-time in administration for the National Health Service, she made good use of her enviable organisational skills. At one point, five psychiatric outpatients' clinics came under her jurisdiction. Then followed 11 years at the Home Office, first in the Police Department, doing administration for forensic science research, and then in the Criminal Law section, in the juvenile crime division. It was while working in forensic science that she became 'quite accustomed' to the sight of corpses. But it was not fascination with death itself that inspired her. 'It was, rather, the shape and construction involved in the writing of a crime novel that appealed. I have always enjoyed reading detective stories, and I always knew that I wanted to be a writer.'

'I didn't want to use the traumatic events of my own life in a work of fiction. The writing of a detective story appealed as a wonderful apprenticeship for someone setting out to be a serious novelist, and it was suitably removed from my own experience. As I went on, I became increasingly aware that one could stay within the constraints and indeed within the so-called formula of the classic detective story and still write a good, serious and revealing novel about human beings. Writing detective stories', she says, 'is a way of bringing order out of disorder. The solution of a crime confirms the sanctity of life – even if that life is unlovable. Nobody really likes violence.'



- 22** What does the writer suggest about P.D. James's outward manner?
- A** It is an attempt to discourage curiosity.
  - B** It points to a lack of self-confidence.
  - C** It conceals the true nature of her personality.
  - D** It comes as a surprise to her readers.
- 23** When questioned about Adam Dalgliesh, P.D. James
- A** concedes that the detective resembles her.
  - B** admits that his behaviour is unusual.
  - C** accepts that he does not enjoy company.
  - D** recognises a weakness in the detective's character.
- 24** What is revealed about P.D. James's tastes in reading?
- A** She prefers books with lots of action.
  - B** She is less keen on male than female writers.
  - C** She believes that men write better books than women.
  - D** She thinks that women writers are not given enough credit.
- 25** According to P.D. James, her early writing career suffered from lack of
- A** support.
  - B** commitment.
  - C** confidence.
  - D** opportunity.
- 26** What characterised P.D. James's work in the National Health Service?
- A** It was well-suited to her talents.
  - B** It was not a satisfying experience.
  - C** It was useful for her future writing.
  - D** It was not sufficiently demanding.
- 27** P.D. James was drawn to writing crime novels because
- A** they were her favourite sort of reading.
  - B** they would be useful to her in her career.
  - C** she liked the technical challenge they offered.
  - D** she had experienced the effects of crime at first hand.
- 28** What realisation did P.D. James come to while working on her detective stories?
- A** It was not necessary to pay attention to established patterns.
  - B** The conventions did not adversely affect the quality of her writing.
  - C** It was inevitable that she would become emotionally involved.
  - D** The subject matter was more limiting than she had expected.

Test 1

Part 4

Answer questions 29–47 by referring to the magazine article on pages 11–12 about people exchanging occupations. Indicate your answers **on the separate answer sheet**.

For questions 29–47, answer by choosing from the people (A–D) on the right below. Some of the choices may be required more than once.

**Which of the people A–D states the following about her day?**

- |   |          |
|---|----------|
| She wasn't sure what clothes would be appropriate.                  | 29 ..... |
| She particularly enjoyed a quiet period during the day.             | 30 ..... |
| She was surprised by a comment someone made.                        | 31 ..... |
| She felt the lack of companionship.                                 | 32 ..... |
| She didn't want to appear out of place.                             | 33 ..... |
| She had misjudged the type of personality required for the job.     | 34 ..... |
| She had been made aware beforehand of a possible problem.           | 35 ..... |
| She had difficulty mastering one of the required skills.            | 36 ..... |
| She found it hard to resist a temptation.                           | 37 ..... |
| She felt that remaining calm would be the best tactic at one point. | 38 ..... |

**A Amanda**

**B Cindy**

**C Rosemary**

**D Hilary**

**Which of the people A–D refers to**

- |  |          |
|--|----------|
| an advantage of the other person's occupation?                   | 39 ..... |
| the realisation that attempts were being made to trick her?      | 40 ..... |
| a concern that proved unnecessary because of equipment provided? | 41 ..... |
| being out of practice at something?                              | 42 ..... |
| her certainty that she would be able to cope?                    | 43 ..... |
| agreeing to get involved in an activity?                         | 44 ..... |
| a working method that had changed since she was young?           | 45 ..... |
| a phrase that she implies could be more simply expressed?        | 46 ..... |
| her failure to impress other people?                             | 47 ..... |

## We changed lives for a day!

*Have you ever dreamed about swapping lives with someone else for a day? Perhaps you think it would be more fun to do something quite different for a change? We fixed it for four people – read how it went.*

**Amanda (23), a young mother with two daughters, swapped lives with her friend Cindy (30), who works as a waitress at a glitzy London restaurant and entertainment complex.**

### A Amanda's story

I'd never been inside anywhere remotely like it before. I couldn't believe how dark and noisy it was – there were so many people and such a brilliant atmosphere. It was all a far cry from my home town and, to be honest, I wasn't sure I'd survive! Being a mother is definitely a busy job – but this was something else!

I had just fifteen minutes to learn how to carry a tray of drinks at shoulder height with one hand. The other waitresses made it look so simple, but just as I was getting the hang of it, the drinks started to slide off the tray and crashed on to the floor, splattering cocktails everywhere. I was so embarrassed, but all the other waitresses laughed. Everyone makes a fool of themselves at first!

By opening time at 11.30 am, a queue had already formed outside and I began to feel really nervous. I was worried about how I'd remember all the orders, but that, at least, wasn't a problem because everything was automated.

After a couple of hours my feet really ached and I couldn't get used to the constant loud music. Every time a customer spoke to me I had to say 'Pardon?', which was so embarrassing! By the end of my shift at 5 pm, I was totally exhausted and longed to soak my feet in a bowl of hot water. I couldn't believe it when one of the waitresses told me it had been a 'quiet' day!

I never realised how tiring waitressing would be. I've always thought it was a job for shrinking violets, but in fact you definitely need to be quite bubbly, as well as having the ability to keep a cool head and deal with what is known in the trade as a 'high-volume experience' – in other words, lots of customers!

I'm really quite shy and I don't think I could cope on a Saturday night, when it gets chaotically busy. I wasn't too impressed with the pay either. Unfortunately, I must have been a lousy waitress because even the rich Americans didn't tip me a bean!

I must admit I was very glad to get back to my children. It seems quite easy after waitressing!

### B Cindy's story

I was feeling quite apprehensive about being a 'mum' for the day, but I was looking forward to it, too. I'd been warned the girls were cheeky, but in my ignorance I thought I could handle it. Little did I know!

As Amanda left to make her way to the restaurant, I had to get the two girls dressed and fed. After dropping off Sophie at school and Katie at nursery I thought I'd have three hours of peace. Wrong! A note from Amanda reminded me that I still had to make the beds, clean the house and do the washing.

At 1 pm I picked up Katie, whizzed around the supermarket and then took her home for lunch. But it was when I brought Sophie home from school that the real trouble started. They turned the settee into a trampoline and played a game which involved screaming as loudly as they possibly could! I decided to take the laid-back approach, imagining they'd soon get worn out. Wrong again. I thought I had a fair amount of stamina, but they beat me, hands down!

After much persuasion, I managed to get them into bed by about 8 pm, but then the fun and games started! How many glasses of water can a child drink, for heaven's sake? Of course, I realised it was just a ploy so they could come downstairs and watch television, but it was exhausting to spend all evening negotiating deals with them.

I never realised how tiring it could be looking after two small children. You don't get a second to think about yourself – and the sheer sense of responsibility is overwhelming. Even so, I really enjoyed the day.

## Test 1

**Rosemary (42) runs a dairy farm. She swapped with Hilary (30), a teacher at a primary school.**

### C Rosemary's story

On the farm, I have to get up at 5.30 am so sleeping in until 7 was pure luxury! But I dithered for ages about how to look. I could hardly turn up in overalls and boots, could I?

Looking at a sea of faces – about 400 pupils – at assembly, I hoped I melted into the background and that my fresh complexion didn't make me stand out as being straight off the farm.

After that it was time for a maths class. The children worked in small groups, using workcards graded according to difficulty – rather different from when I was at school and we had to recite tables in unison! Then I helped out with a nature project – identifying and feeding species of snails.

By lunchtime I was exhausted and looking forward to an hour's break, but the teachers only have about five minutes to eat their meal. There's so much to do before classes start again. I attended a staff meeting about reports and couldn't avoid getting roped in to help with athletics trials.

After lunch there was a silent reading lesson (bliss!) and then a French lesson in the video room. This was great fun because all the children wanted to practise on me, which really showed up my rusty French.

Finally we moved on to the school hall for Physical Education. I was drained by now, but the children seemed to have inexhaustible energy.

The hardest part of the job was standing up in front of the class and speaking – even for just two minutes, it's daunting. Teachers may get more holidays a year, but I think I'll stick to farming, anyway!

### D Hilary's story

I arrived at White House Farm at 8.30 am, bright and early, only to discover that Rosemary had been up for three hours! Rosemary's 280-acre farm has 100 Jersey cows, 15 calves and heifers and about 800 ewes! As well as milk, she manufactures ice-cream, yoghurt and cream, which is sold in shops, restaurants and at tourist attractions. I spent most of the morning in the ice-cream parlour, bottling milk into plastic litre containers, squeezing ice-cream from a machine into cartons and sticking on labels. It was difficult to stop myself dipping my fingers into the goodies! At lunchtime it was time to inspect the sheep. I drove over to one of the fields and picked up a ewe which had fallen over. If the sheep are left for more than 12 hours once they have fallen over they could die, so they have to be checked every day. What a nightmare it must be in winter!

After feeding the calves, I started the milking. The process took an exhausting two-and-a-half hours. And Rosemary does this twice a day, starting at 6 am, seven days a week, 365 days a year!

I found it quite a lonely day. I was surprised how much I missed the children – animals don't answer back! The worst aspect of the job is not being able to get away from work. The cows always have to be milked twice a day, so it's really difficult to plan any time off. Rosemary will only get about three days' holiday this year.

Farming seems romantic but the reality is very different. The income is irregular and I'd hate to be at the mercy of the weather.

## PAPER 2 WRITING (2 hours)

### Part 1

- 1 You are studying at a college called the Language Institute. Following serious complaints from students, your college Principal has agreed to improve the food and service offered in the college canteen. Proposals have been invited from catering companies. The Principal has shortlisted three, and has asked you, as a member of the student social committee, to advise on an appropriate choice.

Read the article below about the students' complaints and the three proposals which follow. Then, **using the information appropriately**, write a report for the Principal in which you assess the advantages and disadvantages of **all three** proposals and recommend **one**, justifying your choice.

#### STUDENTS' PROTEST

Students are refusing to use the canteen at the Language Institute. A demonstration was held at the main entrance yesterday.

The students are complaining of:

- unhealthy food
- little choice
- high prices
- unfriendly staff
- limited opening hours.

#### **Kavanagh Catering Services**

*Proposal for Language Institute Canteen*

##### **Introduction**

Our aim is to give you good food at low cost. We believe in fast but friendly service, and value for money.

##### **Food and Drink**

We offer basic food at basic prices. Fast food, snacks and some hot meals would be available throughout the day and early evening. Sample menus on request.

##### **Opening hours**

From breakfast at 8 am to 8 pm.

## **Rainbow Ltd**

### **Proposal for Language Institute Canteen**

We aim to provide a variety of healthy food in a relaxing atmosphere.

#### **The food**

We offer a wide choice of hot dishes each day, including a vegetarian option, plus a selection of salads. There would always be a good range of snack food available. Our meals are always made from fresh ingredients.

#### **Opening hours**

Open from 9 am until 6 pm, with drinks and snacks constantly available (hot meals 12-2 only).

## **Xanadu Express**

Proposal: Language Institute Canteen

Xanadu offers top-quality, world-wide cuisine, nutritious food and a friendly welcome.

Menu changes daily. A choice of two hot dishes each day. Full meals always available. Wide range of drinks including herbal teas and good coffee.

Opening hours: 8 am to 10 pm

Now write your **report** for the college Principal (approximately 250 words). You should use your own words as far as possible.

Part 2

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 2 You see the announcement below in *Modern World*, an international magazine.

**NEW TECHNOLOGY AND YOU**

We invite you, our readers, to submit an article on new technology and how it affects your life. We will publish one article from each country.

Your article should outline the impact of new technology on your life now. You should also explain what further changes are likely to take place in the near future and how these could affect you.

Write your **article**.

- 3 You see this competition in an English language magazine.

**If you really want to learn English you should get a job in an English-speaking country, speak to the people and travel around.**

Do you agree with this opinion? Give us your reasons why or why not. The best answer will win a ticket to London.

Write your **competition entry**, giving your views.

- 4 You see the following announcement in an in-flight magazine.

**A MEMORABLE EVENT**

Have you recently attended a special event of local or national importance which was particularly memorable for you? We would like to know why this event took place, what happened, and most importantly, the effect it had on you.

The most interesting account will be published in next month's magazine.

Write your **account**.

- 5 An international business magazine has asked readers to name a book which has helped them in their job. Write a review for the magazine including:

- the name of the book
- a brief summary of the contents
- what you personally learned from the book
- how it may help other people in their work.

Write your **review**.

## PAPER 3 ENGLISH IN USE (1 hour 30 minutes)

### Part 1

For questions 1–15, read the article below and then decide which word on page 17 best fits each space. Put the letter you choose for each question in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |   |  |   |
|---|---|--|---|
| 0 | B |  | 0 |
|---|---|--|---|

### SECRETARIES

What's in a name? In the case of the secretary, it can be something rather surprising. The dictionary calls a secretary 'anyone who (0) ..... correspondence, keeps records and does clerical work for others'. But while this particular job (1) ..... looks a bit (2) ....., the word's original meaning is a hundred times more exotic and perhaps more (3) ..... . The word itself has been with us since the 14th century and comes from the mediaeval Latin word *secretarius* meaning 'something hidden'. Secretaries started out as those members of staff with knowledge hidden from others, the silent ones mysteriously (4) ..... the secret machinery of organisations.

A few years ago 'something hidden' probably meant (5) ..... out of sight, tucked away with all the other secretaries and typists. A good secretary was an unremarkable one, efficiently (6) ..... orders, and then returning mouse-like to his or her station behind the typewriter, but, with the (7) ..... of new technology, the job (8) ..... upgraded itself and the role has changed to one closer to the original meaning. The skills required are more (9) ..... and more technical. Companies are (10) ..... that secretarial staff should already be (11) ..... trained in, or at least familiar with, a (12) ..... of word processing packages. In addition to this they need the management skills to take on some administration, some personnel work and some research. The professionals in the (13) ..... business see all these developments as (14) ..... the jobs which secretaries are being asked to do.

It may also encourage a dramatic (15) ..... in office practice. In the past it was usual to regard the secretary as almost dehumanised, to be seen and not heard.



- |    |                  |                  |               |                  |
|----|------------------|------------------|---------------|------------------|
| 0  | A orders         | <b>B handles</b> | C runs        | D controls       |
| 1  | A explanation    | B detail         | C definition  | D characteristic |
| 2  | A elderly        | B unfashionable  | C outdated    | D aged           |
| 3  | A characteristic | B related        | C likely      | D appropriate    |
| 4  | A operating      | B pushing        | C vibrating   | D effecting      |
| 5  | A kept           | B covered        | C packed      | D held           |
| 6  | A satisfying     | B obeying        | C completing  | D minding        |
| 7  | A advent         | B approach       | C entrance    | D opening        |
| 8  | A truly          | B validly        | C correctly   | D effectively    |
| 9  | A thorough       | B demanding      | C severe      | D critical       |
| 10 | A insisting      | B ordering       | C claiming    | D pressing       |
| 11 | A considerably   | B highly         | C vastly      | D supremely      |
| 12 | A group          | B collection     | C cluster     | D range          |
| 13 | A appointment    | B hiring         | C recruitment | D engagement     |
| 14 | A improving      | B intensifying   | C advancing   | D heightening    |
| 15 | A turn           | B change         | C switch      | D swing          |

## Part 2

For questions **16–30**, complete the following article by writing each missing word in the correct box on your answer sheet. **Use only one word for each space.** The exercise begins with an example (0).

Example:

|   |     |   |
|---|-----|---|
| 0 | its | 0 |
|---|-----|---|

### The Legend of the Root

Ginseng is one of the great mysteries of the east. Often referred to as the 'elixir of life', (0) ..... widespread use in oriental medicine has led (16) ..... many myths and legends building up around this remarkable plant. Ginseng has featured (17) ..... an active ingredient in oriental medical literature for over 5,000 years. Its beneficial effects were, at one time, (18) ..... widely recognised and praised that the root was said to (19) ..... worth its weight in gold.

(20) ..... the long history of ginseng, no one fully knows how it works. The active part of the plant is the root. Its full name is Panax Ginseng – the word Panax, (21) ..... the word panacea, coming from the Greek for 'all healing'. There is growing interest by western scientists (22) ..... the study of ginseng. It is today believed that (23) ..... remarkable plant may (24) ..... beneficial effects in the treatment of many diseases (25) ..... are difficult to treat with synthetic drugs.

Today, ginseng is (26) ..... longer a myth or a legend. Throughout the world (27) ..... is becoming widely recognised that this ancient herb holds the answer to relieving the stresses and ailments of modern living. It is widely used for the treatment of various ailments (28) ..... as arthritis, diabetes, insomnia, hepatitis and anaemia. However, the truth behind (29) ..... ginseng works still remains a mystery. Yet its widespread effectiveness shows that the remarkable properties are (30) ..... than just a legend.

## Part 3

In **most** lines of the following text, there is **either** a spelling **or** a punctuation error. For each numbered line **31–46**, write the correctly spelt word or show the correct punctuation in the box on your answer sheet. **Some lines are correct.** Indicate these lines with a tick (✓) in the box. The exercise begins with three examples (0), (00) and (000).

Examples:

|     |                 |     |
|-----|-----------------|-----|
| 0   | <i>speech?</i>  | 0   |
| 00  | <i>attempts</i> | 00  |
| 000 | ✓               | 000 |

## Artificial Speech

- 0 Is it possible to construct devices that will talk and understand speech
- 00 As early as the 18th century, various attempts were being made to find
- 000 some way of reproducing the human voice by mechanical means. The
- 31 austrian inventor, Wolfgang von Kempelen (1734–1804) built a small
- 32 maschine consisting of a device to produce air flow, and other similar
- 33 mechanisms to function like a voice box Alexander Bell (1847–1922)
- 34 also constructed a 'talking head', made out of artificial materials which
- 35 was able to produce a few sounds. Modern techniques have lead to
- 36 huge progress in this field. It is no longer neccessary to build physical
- 37 models of the voice box as sound waves can be made electronicly by
- 38 reproducing the different components of the sound wave. Early results
- 39 sounded very unnatural. More recently the quality of artificial speech
- 40 has greatly improved. In fact, with some devices, it is impossible to tell
- 41 whether or not a human being is talking. In most cases, however there
- 42 are still problems of clarity and naturalness to be overcome, especially
- 43 those of rhythm and intonation. Present automatic talker's are limited
- 44 in what they are able to say. But currant work in artificial intelligence
- 45 means that speech can be produced from a devices own 'knowledge'.
- 46 This exciting development is considered to be an important area of present-day research.

Test 1

Part 4

For questions 47–61, read the two texts on pages 20 and 21. Use the words in the boxes to the right of the texts to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |           |   |
|---|-----------|---|
| 0 | classical | 0 |
|---|-----------|---|

ADVERTISEMENT FOR UNIVERSITY COURSES

**Music Department  
New Courses**

*Mozart's Chamber Music*    *Tuesdays 7.30 pm – 9.30 pm*

Mozart's chamber works represent the summit of (0) ..... attainment. Students will be introduced to several of his finest (47) ..... , with particular (48) ..... on examining a variety of instrumental forms: string quartet, trio, sonata, quintet, etc. No (49) ..... musical expertise is required, although student (50) ..... during discussion of the works will be encouraged.

*Music and Literature*    *Wednesdays 10 am – 12 noon*

Music and literature generate great emotion, but they appear to work in different ways. This course examines the (51) ..... between these art forms and their (52) ..... of similar themes. Course materials will come from a wide range of both musical and (53) ..... genres, including sound, opera and oratoria, poetry, the novel and drama.

- |      |           |
|------|-----------|
| (0)  | CLASSIC   |
| (47) | COMPOSE   |
| (48) | EMPHASISE |
| (49) | PRACTICE  |
| (50) | PUT       |
| (51) | CONNECT   |
| (52) | TREAT     |
| (53) | LITERATE  |

EXTRACT FROM A MAGAZINE ARTICLE

**Home from Home**

Media attention has (54) ..... the appeal of home exchange over the past few years and many thousands of people make (55) ..... to exchange their homes in order to provide a holiday either in the UK or (56) ..... .

Awareness of such schemes has grown (57) ..... , particularly in North America, which has increased the choice of exchange homes available. This can be a neat holiday (58) ..... for those who prefer more freedom and (59) ..... when on holiday. However, it is only really suitable for those who have few anxieties about their own homes being occupied in their (60) ..... .

Aside from the obvious cost advantage, there is the (61) ..... of self-catering and the opportunity to see beyond the normal tourist experience.

- (54) WIDE
- (55) ARRANGE
- (56) SEA
- (57) DRAMA
- (58) SOLVE
- (59) DEPEND
- (60) ABSENT
- (61) FLEXIBLE

Part 5

For questions 62–74, read the following memorandum and use the information in it to complete the numbered gaps in the leaflet on page 23. The words you need **do not** occur in the memorandum. **Use no more than two words for each gap.** The exercise begins with an example (0).

Example:

|   |                  |   |
|---|------------------|---|
| 0 | <i>no charge</i> | 0 |
|---|------------------|---|

MEMORANDUM

**To:** Jane Smith – Marketing Manager  
**From:** Karen Jones – Information Officer  
**Subject:** School Visits

Please can you make sure that all the following points are included in the information. First of all, it's worth mentioning that teachers don't have to pay if they want to have a look round Antley House before taking their class there. Also, they get 20% off when they take a group of more than 15.

Most of what's in the house is more than 200 years old and worth a lot of money, so visitors aren't allowed to do the following:

- (1) Touch anything on show – lots of things would break easily.
- (2) Take their own pictures – there are postcards they can buy.
- (3) Take in big bags – they'll have to hand them in at the security desk as they go in. There have been some cases of people unintentionally knocking things over and breaking them.
- (4) Try to open blinds – it's meant to be quite dark in there so that the furniture doesn't get damaged. This shouldn't spoil their visit!

Explain that we have to have these rules to stop the house from being damaged.

LEAFLET

o complete  
memorandum.  
)).

**Antley House – Advice for school parties**

Teachers are urged to make a preliminary visit, for which there is **(0)** ....., prior to arranging a school visit. There are **(62)** ..... rates for groups of 15 or more.

Many of the contents of Antley House **(63)** ..... the 17th century. Therefore, owing to the **(64)** ..... nature of the furniture and ornaments on display in this property, there are certain things which visitors are **(65)** ..... doing.

As many exhibits are extremely **(66)** ..... , visitors are asked to refrain from touching or handling anything. We regret that no **(67)** ..... is allowed by visitors inside the historic house. However, postcards are **(68)** ..... .Visitors will be asked **(69)** ..... large items at the security desk, **(70)** ..... Antley House. This is to stop furniture and ornaments from being **(71)** ..... damaged. We therefore advise school parties not to bring bags with them. Blinds are used in most rooms **(72)** ..... the furniture from fading caused **(73)** ..... . Please do not open them.

These measures are considered **(74)** ..... for the safekeeping of Antley House.

Part 6

For questions 75–80, read the following text and then choose from the list A–J given below, the best phrase to fill each of the spaces. Write one letter (A–J) in the correct box on your answer sheet. Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.** The exercise begins with an example (0).

Example: 

|   |   |   |
|---|---|---|
| 0 | J | 0 |
|---|---|---|

**Blown Off Course**

For the residents of the sleepy seaside town of Lowestoft, 3 September, 1965 was a day to remember. (0) ....., when the wind began to blow, the sky darkened and an unusual cloud appeared. As it approached, people were astonished to see objects dropping onto the ground. (75) ..... blown off course by an unexpected storm. As townspeople ran for shelter from the rain, some even had birds landing on their heads. (76) ..... All along the coast thousands of exhausted birds were falling out of the skies. This was the biggest migration of birds ever recorded in Britain. (77) ....., one birdwatcher recorded a staggering total of more than 30,000 birds.

Each autumn, millions of migrating birds leave Scandinavia. (78) ....., they ran into thick clouds and heavy rain. The birds were disoriented by the bad weather. Many became exhausted and fell into the sea, but others pressed on. (79) ..... to the delight of local birdwatchers. Fortunately, weather conditions rapidly improved and, after resting and feeding, the birds departed south.

To observe such migrants, you need to watch out for high pressure over Scandinavia, combined with unsettled weather over the eastern part of the British Isles and an onshore wind. (80) ..... head towards the east coast soon after dawn and, with luck, you will be rewarded with an unforgettable experience.

- A This phenomenon was not confined to Lowestoft
- B The area was crowded with birdwatchers
- C On this occasion, crossing the North Sea
- D These giant 'raindrops' were, in fact, migrating birds
- E Those were the only birds to survive
- F If these conditions are in place during the evening
- G The next day when the wind dropped
- H These lucky survivors landed on the British coast
- I Once the weather had altered sufficiently
- J It all started in the early afternoon



# **PAPER 4 LISTENING** (approximately 45 minutes)

## **Part 1**

You will hear a talk given by a woman who is a successful climber. For questions 1–10, complete the sentences.

You will hear the recording twice.

### **MOUNTAIN CLIMBER**

On her expedition, she became aware of the feelings of

and

1

connected with mountaineering.

She had previously taken part in several so-called

2

She found the

3

for climbing Everest particularly hard.

She was particularly worried about the

4

she would have to climb through.

She says that you cannot take any of the

5

of life with you on Everest.

On her first trip there, she regretted taking

6

with her.

When she climbed Everest, she left her

7

after a certain point.

She says you mustn't waste

8

or fuel when you're on the mountain.

When they reached the top, they had a sensation of

9

Her book about climbing Everest is called

10

Test 1

Part 2

You will hear a radio music presenter talking about his job. For questions 11–19, complete the sentences.

Listen very carefully as you will hear the recording **ONCE** only.

**MUSIC PRESENTER**

He got a degree in  11 from university.

On leaving university, he began a career in  12

His first experience of broadcasting was at a  13 station.

When he first tried to work in radio professionally,  
he got a lot of  14

One station invited him to attend some  15

The programme he presents usually lasts for  16

When he arrives, he starts by  17

Then he works out what the  18  
and running order of his programme will be.

After lunch he looks through the  19

Part 3

You will hear part of an interview with someone who founded a magazine. For questions 20–25, choose the correct answer A, B, C or D.

You will hear the recording twice.

- 20 How was *Time Out* unlike other publications in 1968?
- A It was written by one person.
  - B Information was more accurate.
  - C It had a comprehensive list of events.
  - D It was in the form of a magazine.
- 21 What experience did Tony have of publishing?
- A He had worked for *What's On*.
  - B He had written numerous articles.
  - C He had transformed an existing magazine.
  - D He had started a student magazine.
- 22 Why did Tony leave university?
- A He wanted to go to France.
  - B He didn't have time to study.
  - C He had failed his French examinations.
  - D He had found an alternative career.
- 23 What led to the magazine becoming a weekly?
- A some market research
  - B the quantity of information
  - C technical improvements
  - D external pressure
- 24 Why were the big publishers not interested in this type of magazine?
- A It was popular with students.
  - B It was considered too expensive.
  - C It came out too frequently.
  - D It threatened their publications.
- 25 Compared to 1968, people who buy *Time Out* today are
- A more intelligent and active.
  - B more likely to be parents.
  - C more or less the same age.
  - D more mature and professional.

Test 1

Part 4

You will hear five short extracts in which different people are talking about things that have recently happened at work.

You will hear the recording twice. While you listen you must complete both tasks.

TASK ONE

For questions 26–30, match the extracts with the situations, listed A–H.

- |                                       |   |  |    |
|---------------------------------------|---|--|----|
| A receiving an unwelcome visitor      |   |  |    |
| B being unfairly blamed for something | Speaker 1 <table border="1"><tr><td></td><td>26</td></tr></table> |  | 26 |
|                                       | 26  |  |    |
| C making a terrible mistake           | Speaker 2 <table border="1"><tr><td></td><td>27</td></tr></table> |  | 27 |
|                                       | 27  |  |    |
| D receiving an unexpected offer       |   |  |    |
| E doing something uncharacteristic    | Speaker 3 <table border="1"><tr><td></td><td>28</td></tr></table> |  | 28 |
|                                       | 28  |  |    |
| F resolving a misunderstanding        | Speaker 4 <table border="1"><tr><td></td><td>29</td></tr></table> |  | 29 |
|                                       | 29  |  |    |
| G avoiding an argument                |   |  |    |
| H changing an opinion of someone      | Speaker 5 <table border="1"><tr><td></td><td>30</td></tr></table> |  | 30 |
|                                       | 30  |  |    |

TASK TWO

For questions 31–35, match the extracts with the feeling each speaker expresses, listed A–H.

- |               |   |  |    |
|---------------|---|--|----|
| A amusement   |   |  |    |
| B anger       | Speaker 1 <table border="1"><tr><td></td><td>31</td></tr></table> |  | 31 |
|               | 31  |  |    |
| C guilt       | Speaker 2 <table border="1"><tr><td></td><td>32</td></tr></table> |  | 32 |
|               | 32  |  |    |
| D confusion   |   |  |    |
| E resignation | Speaker 3 <table border="1"><tr><td></td><td>33</td></tr></table> |  | 33 |
|               | 33  |  |    |
| F shock       | Speaker 4 <table border="1"><tr><td></td><td>34</td></tr></table> |  | 34 |
|               | 34  |  |    |
| G suspicion   |   |  |    |
| H sadness     | Speaker 5 <table border="1"><tr><td></td><td>35</td></tr></table> |  | 35 |
|               | 35  |  |    |

## **PAPER 5 SPEAKING (15 minutes)**

There are two examiners. One (the Interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the Assessor) is introduced to you, but then takes no further part in the interaction.

### **Part 1 (3 minutes)**

The Interlocutor first asks you and your partner a few questions. You are then asked to find out some information about each other, on topics such as hobbies, interests, future plans, etc. You are then asked further questions by the Interlocutor.

### **Part 2 (4 minutes)**

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The Interlocutor gives you a set of pictures and asks you to talk about them for about one minute. It is important to listen carefully to the Interlocutor's instructions. The Interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the Interlocutor asks you a question about your partner's pictures and you respond briefly.

### **Part 3 (approximately 4 minutes)**

In this part of the test you and your partner are asked to talk together. The Interlocutor places a new set of pictures on the table between you. This stimulus provides the basis for a discussion. The Interlocutor explains what you have to do.

### **Part 4 (approximately 4 minutes)**

The Interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

# Test 2

## PAPER 1 READING (1 hour 15 minutes)

### Part 1

Answer questions 1–16 by referring to the newspaper interviews on page 31 about book reviews. Indicate your answers **on the separate answer sheet**.

For questions 1–16, answer by choosing from publishers (A–E) on page 31. Some of the choices may be required more than once.

**Note:** When more than one answer is required, these may be given in **any order**.

#### Which publisher(s)

- |   |          |          |
|---|----------|----------|
| say that some books succeed whether they are reviewed or not?                                       | 1 .....  | 2 .....  |
| mentions reviewers taking the opportunity to display their own expertise?                           | 3 .....  |          |
| describes how good reviews can contribute to the commercial failure of a book?                      | 4 .....  |          |
| says that writers and publishers do not react to negative reviews in the same way?                  | 5 .....  |          |
| feels that certain books are frequently overlooked by reviewers?                                    | 6 .....  |          |
| talks about the sales of some books being stimulated by mixed reviews?                              | 7 .....  |          |
| suggest that the length of a review may be more important to publishers than what it actually says? | 8 .....  | 9 .....  |
| refer to the influence of reviews written by well-known people?                                     | 10 ..... | 11 ..... |
| says the effect of reviews on sales does not have a regular pattern?                                | 12 ..... |          |
| talks of the satisfaction publishers feel at seeing their own views confirmed in a review?          | 13 ..... |          |
| mention reviews being a crucial form of promotion?  | 14 ..... | 15 ..... |
| believes there has been an improvement in the standard of book reviews?                             | 16 ..... |          |

## DO REVIEWS SELL BOOKS?

We asked five leading British publishers about the effect of the reviews of a book on its commercial success. Here is what they said.

### Publisher A

Reviews are absolutely key for publishers – the first part of the newspaper we turn to. The Book Marketing Council found some years ago that when questioned on why they had bought a particular book, more people cited reviews than any other prompting influence (advertisements, word of mouth, bookshop display, etc.).

Authors' responses to reviews are slightly different from publishers'. Both are devastated by no reviews, but publishers are usually more equable about the bad reviews, judging that column inches are what matter and that a combination of denunciation and ecstatic praise can actually create sales as readers decide to judge for themselves.

Publishers probably get the most pleasure from a review which precisely echoes their own response to a book – they are often the first 'reader'.

### Publisher B

While publishers and the press fairly obviously have a common interest in the nature of book review pages, one also needs to remember that their requirements substantially differ: a newspaper or magazine needs to provide its readers with appropriately entertaining material; a publishing house wants to see books, preferably its own, reviewed, preferably favourably.

Without any question, book reviewing is 'better' – more diverse, less elitist – than 40 years ago, when I began reading review pages. That said, there is still a long-grumbled-about tendency to neglect the book medium read by a majority – namely paperbacks. The weekly roundups aren't really adequate even if conscientiously done. And even original paperbacks only rarely receive serious coverage.

But publishers shouldn't complain too much. Like readers and writers, they need reviews, which after all are an economical way of getting a book and an author known. There is no question that a lively account of a new book by a trusted name can generate sales – even more if there are several of them. Fame is what puts a book into the hands of readers.

### Publisher C

Reviews are the oxygen of literary publishing; without them, we would be cut off from an essential life-source. Because the books we publish are generally not by 'brand-name' authors, whose books sell with or without reviews, and because we seldom advertise, we depend on the space given to our books by literary editors.

When the reviews are favourable, of course, they are worth infinitely more than any advertisement. The reader knows that the good review is not influenced by the publisher's marketing budget: it is the voice of reason, and there is no doubt that it helps to sell books. Publishers themselves often claim that they look for size rather than content in reviews.

The actual effect of reviews on sales is the inscrutable heart of the whole business. Good reviews can launch a book and a career and occasionally lift sales into the stratosphere: but never entirely on their own. There has to be some fusion with other elements – a word-of-mouth network of recommendation, a robust response from the book trade, clever marketing.

### Publisher D

The relationship in Britain between publishing and reviewing? I wish I knew! In the United States it's simple: the *New York Times* can make or break a book with a single review. Here, though, the people in the bookshops often don't appear to take much notice of them.

It sometimes takes 20 years of consistently outstanding reviews for people to start reading a good writer's work. Yet some of the most dismally received books, or books not yet reviewed, are the biggest sellers of all. So it's all very unpredictable, though non-fiction is less so.

Mind you, non-fiction does allow reviewers to indulge themselves by telling us what they know about the subject of the book under review rather than about the book itself.

### Publisher E

Of course, all publishers and all writers dream of long, uniformly laudatory reviews. But do they sell books? I once published a biography. The reviews were everything I could have craved. The book was a flop – because everyone thought that, by reading the lengthy reviews, they need not buy the book.

Does the name of the reviewer make a difference? Thirty years ago, if certain reviewers praised a book, the public seemed to take note and obey their recommendations. These days, it is as much the choice of an unexpected reviewer, or the sheer power or wit or originality of the review, which urges the prospective buyer into the bookshop.

Part 2

For questions 17–22, choose which of the paragraphs A–G on page 33 fit into the numbered gaps in the following magazine article. There is one extra paragraph, which does not fit in any of the gaps. Indicate your answers **on the separate answer sheet**.

## Chewing gum culture

*It's fashionable, classless and Americans chew 12 million sticks of it a day.  
Discover how an ancient custom became big business.*

Chewing gum contains fewer than ten calories per stick, but it is classified as a food and must therefore conform to the standards of the American Food and Drug Administration.

Today's gum is largely synthetic, with added pine resins and softeners which help to hold the flavour and improve the texture.

17

American colonists followed the example of the Amero-Indians of New England and chewed the resin that formed on spruce trees when the bark was cut. Lumps of spruce for chewing were sold in the eastern United States in the early 1800s making it the first commercial chewing gum in the country.

Modern chewing gum has its origins in the late 1860s with the discovery of *chicle*, a milky substance obtained from the sapodilla tree of the Central American rainforest.

18

Yet repeated attempts to cultivate sapodilla commercially have failed. As the chewing gum market has grown, synthetic alternatives have had to be developed.

19

Most alarming is the unpleasant little *chicle* fly that likes to lodge its eggs in the tapper's ears and nose.

Braving these hazards, barefooted and with only a rope and an axe, an experienced *chiclero* will shin a mature tree in minutes to cut a path in the bark for the white sap to flow down to a bag below.

20

Yet, punishing though this working environment is, the remaining *chicleros* fear for their livelihood.

Not so long ago, the United States alone imported 7,000 tonnes of *chicle* a year from Central America. Last year just 200 tonnes were tapped in the whole of Mexico's Yucatan peninsula. As chewing gum sales have soared, so the manufacturers have turned to synthetics to reduce costs and meet demands.

21

Plaque acid, which forms when we eat, causes this. Our saliva, which neutralises the acid and supplies minerals such as calcium, phosphate and fluoride, is the body's natural defence. Gum manufacturers say 20 minutes of chewing can increase your salivary flow.

22

In addition, one hundred and thirty-seven square kilometres of America is devoted entirely to producing the mint that is used in the two most popular chewing gums in the world.



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of chewing

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avoted entirel  
ed in the two  
world.

**A** Gum made from this resulted in a smoother, more satisfying and more elastic chew, and soon a whole industry was born based on this product.

**B** Meanwhile, the world's gum producers are finding ingenious ways of marketing their products. In addition to all the claims made for gum – it helps you relax, peps you up and eases tension (soldiers during both world wars were regularly supplied with gum) – gum's greatest claim is that it reduces tooth decay.

**C** Research continues on new textures and flavours. Glycerine and other vegetable oil products are now used to blend the gum base. Most new flavours are artificial – but some flavours still need natural assistance.

**D** This was not always the case, though. The ancient Greeks chewed a gum-like resin obtained from the bark of the mastic tree, a shrub found mainly in Greece and Turkey. Grecian women, especially, favoured mastic gum to clean their teeth and sweeten their breath.

**E** Each *chiclero* must carry the liquid on his back to a forest camp, where it is boiled until sticky and made into bricks. Life at the camp is no picnic either, with a monotonous and often deficient maize-based diet washed down by a local alcohol distilled from sugar cane.

**F** The *chicleros* grease their hands and arms to prevent the sticky gum sticking to them. The gum is then packed into a wooden mould, pressed down firmly, initialled and dated ready for collection and export.

**G** Today the few remaining *chicle* gatherers, *chicleros*, eke out a meagre and dangerous living, trekking for miles to tap scattered sapodilla in near-100% humidity. Conditions are appalling: highly poisonous snakes lurk ready to pounce and insects abound.

## Part 3

Read the following newspaper article about an expedition and answer questions 23–29 on page 35. On your answer sheet, indicate the letter A, B, C or D against the number of each question. Give only one answer to each question.

## An awfully big adventure

*The Taklamakan Desert in western China is one of the last unexplored places on earth. It is also one of the most dangerous. Charles Blackmore crossed it, and lived to tell the tale.*

There are very few big adventures left and very few heroes. Children's stories used to specialise in them – courageous explorers with sunburnt, leathery skin and eyes narrowed by straining to see into far horizons on their journeys into the unknown. These days you no longer find such people in fiction, let alone in real life. Or so I thought until I met Charles Blackmore.

Blackmore's great adventure consisted of leading an expedition across one of the last unexplored places on earth, the Taklamakan Desert in western China. Its name means 'once entered you never come out', but local people call it the Desert of Death. He recalled the dangers and exhilaration of that amazing trek, in the calm atmosphere of his family home.

The team he led was composed of four Britons (one of them the party's medical officer), an American photographer, four Chinese (all experts on the area), 30 camels and six camel handlers. It later turned out that the camel handlers had never worked with camels before, but were long-distance lorry drivers: a misunderstanding that could have cost everyone their lives and certainly jeopardised the expedition's success. This mixed bunch set out to cross 1,200 kilometres of the world's least hospitable desert and Charles Blackmore has written a mesmerising account of their journey.

At the time, he was about to leave the Army after 14 happy years. He launched the expedition for fun, to fill a gap in his life, to prove something. 'I had always assumed I'd spend my whole life in the Army. I had been offered promotion but suddenly I felt I wanted to see who Charles Blackmore really was, outside all that. It was a tremendous gamble. Tina, my wife, was very worried that I wouldn't come back as nobody had ever done that route; we went into it blind. In the event, it took 59 days to cross from west to east, and the desert was very kind to us.'

Anyone reading his extraordinary account of that crossing will wonder at the use of the word 'kind'. The team suffered unspeakable hardships: dysentery; extremes of temperature; severe thirst and dehydration; the loss of part of their precious water supply. 'But', Blackmore explains, 'when we were at the limits of our own endurance and the camels had

gone without water for seven days, we managed to find some. We didn't experience the Taklamakan's legendary sandstorms. And we never hit the raw, biting desert cold that would have totally immobilised us. That's not to say that we weren't fighting against hurdles the whole time. The fine sand got into everything, especially blisters and wounds. The high dunes were torture to climb, for us and for the heavily laden camels, which often rolled over onto us.

'What drove me on more than anything else was the need to survive. We had no contingency plan. Neither our budget nor time allowed one. No aircraft ever flew over us. Once we got into the sandhills we were completely on our own.

'I knew I had the mental stamina for the trip but I was very scared of my physical ability to do it. I remember day one – we sat at the edge of the desert and it was such an inferno that you couldn't breathe. I thought, "We've got to do it now!" At that moment I was a very scared man.'

If it was like that at the beginning, how did they feel towards the end? 'When you've walked for 1,000 kilometres you're not going to duck out. You've endured so much; you've got so much behind you. We were very thin, but very muscular and sinewy despite our physical exhaustion. My body was well-toned and my legs were like pistons. I could walk over anything.'

Midway through the book, Blackmore went on to describe lying in the desert gazing up at a full moon, thinking of his family. How conscious was he of the ordeal it must have been for them? 'Inside me there's someone trying to find peace with himself. When I have doubts about myself now, I go back to the image of the desert and think, well, we managed to pull that together. As a personal achievement, I feel prouder of that expedition than of anything else I've done. Yet in terms of a lifetime's achievement, I think of my family and the happiness we share – against that yardstick, the desert does not measure up, does not compare.'

Has Charles Blackmore found peace? 'I yearn for the challenge – for the open spaces – the resolve of it all. We were buoyed up by the sense of purpose. I find it difficult now to be part of the uniformity of modern life.'

- 23 Meeting Charles Blackmore changed the writer's opinion about
- A the content of children's fiction.
  - B the nature of desert exploration.
  - C the existence of traditional heroes.
  - D the activities of explorers.
- 24 When the expedition members set off, some of the group
- A posed an unexpected risk.
  - B disagreed with each other.
  - C were doubtful of success.
  - D went on ahead of the others.
- 25 Blackmore had decided to set up the expedition because
- A he was certain he could complete it.
  - B he wanted to write a book.
  - C his aims in life had changed.
  - D his self-confidence was low.
- 26 Which of the following best describes the team's experience of the desert?
- A They were not able to have enough rest.
  - B It presented continual difficulties.
  - C They sometimes could not make any progress at all.
  - D It was worse than they had expected.
- 27 Which of the following did Blackmore experience during the trip?
- A frustration at the lack of funding
  - B regret about the lack of planning
  - C realisation that they would receive no help
  - D fear that he would let his companions down
- 28 According to Blackmore, what enabled him to finish the expedition?
- A his strength of will
  - B his physical preparation
  - C his closeness to his family
  - D his understanding of the desert
- 29 How does Blackmore feel now that the expedition is over?
- A tired but pleased to be home
  - B regretful about his family's distress
  - C unsure of his ability to repeat it
  - D unsettled by the experience

**Part 4**

Answer questions 30–45 by referring to the magazine article on pages 37–38 about different jobs. Indicate your answers **on the separate answer sheet**.

For questions 30–45, choose your answers from the people (A–F) on pages 37–38. Some of the choices may be required more than once.

**Note:** When more than one answer is required, these may be given in **any order**.

**According to the article, which person/people**

- |  |          |          |
|--|----------|----------|
| starts planning his/her schedule on arrival at work?                     | 30 ..... |          |
| is irritated by the attitude of some people?                             | 31 ..... |          |
| needs to attract new clients as part of his/her job?                     | 32 ..... |          |
| mentions ambitions for the future?                                       | 33 ..... |          |
| relies on intuition in making decisions?                                 | 34 ..... |          |
| mentions reviewing his/her work for accuracy?                            | 35 ..... |          |
| has scheduled breaks?  | 36 ..... |          |
| spend time discussing the most effective means of promotion?             | 37 ..... | 38 ..... |
| makes a point of being accessible?                                       | 39 ..... |          |
| makes an effort to find out about new regulations in his/her profession? | 40 ..... |          |
| works under the pressure of fixed completion times?                      | 41 ..... |          |
| emphasise that their jobs have both artistic and financial aspects?      | 42 ..... | 43 ..... |
| produces reports of varying levels of detail?                            | 44 ..... |          |
| does not work unless he/she feels in the best of health?                 | 45 ..... |          |

## Careers

*Six people talk about their typical working day.*

### A Credit Card Executive

I get up at 6 am to arrive at the office around 7.30 am. I manage all the customer development programmes for our regular credit card users. My responsibilities include the launch and management of the Membership Rewards scheme in the major European markets. I have to keep in touch with existing card users, acquire new ones and build relationships with partner companies.

I use the first 45 minutes to organise my day and then I respond to any e-mail messages. I manage all the advertising for the membership programme across Europe, so I meet with our marketing staff and the advertising agencies to establish a strategy and work on future developments. I have meetings scheduled for most of the day, but at all other times I make sure I keep my door open for anyone to come and ask me questions.

There are nine customer service units around Europe and I have to travel to the different markets once or twice a week to discuss issues that come up. When I'm in London, I leave work between 6.30 pm and 7.00 pm.

### B Record Company Executive

I get to work for 10.00 am and go through the post – between ten and twenty demonstration tapes a day, letters from producers and information about concerts, as well as invoices from session musicians and studios. The phone starts ringing at about 10.30 am – producers, publishers and so on, and there are meetings arranged throughout the day to talk about campaigns or projects for a particular artist. This might involve the press, marketing and the managing director.

When I listen to demo tapes I am very aware that people are bringing in their life's work, so I try to be constructive. I instinctively know if the sound is appropriate for our record label. Once I've

signed a band, we start on the first album – choosing the songs, producer, and additional musicians. Then I have to communicate my vision of the album to the rest of the company for marketing and selling. I also oversee budgets and spending.

I leave work at 7.00 pm at the earliest and most evenings I go to gigs – sometimes I see as many as five new groups a night. Sometimes after a gig I'll visit an artist in the studio. Most of my socialising revolves around my work. I often don't get home until 1.00 am – when I put on a record to help me wind down.

### C Sales Director

I get up at 8.00 am and drive to work to arrive at 9.30 am. I open the post, look through the diary to check if we're going to see any clients that day, then wait and see who turns up.

I love taking people round the showrooms – there's nothing better than reaching an agreement with someone, selling them a piece of furniture and knowing it's going to a good home. We sell antiques from £1,000 to £6,000 and buy from the London salerooms, country house sales, our private clients and overseas.

A lot of what we buy needs restoration. We have a full-time restorer in the shop, and I spend a lot of time liaising with gilders, picture framers and paper repairers. I read the *Antiques Trade Gazette* while I drink coffee at odd moments, to keep in touch with what's going on in the business, and I often pop into the Victoria and Albert museum to compare furniture.

I do the accounts one day every month and every three months I do the tax returns. At 5.30 pm I go home. It usually takes me about an hour to switch off.

### **D Air Traffic Controller**

I work a set shift pattern, and when I'm on an early shift I leave the house at 6.00 am. At 7.00 am I relieve the night shift and take over one of the four control positions in the tower.

We have a rotating timetable, which means that I work for about an hour and a half at one of the stations, go off for half an hour and then come back to a different station. The air traffic controllers, a supervisor and the watch manager all sit near to each other and work as a team, controlling the aircraft movements.

In winter we deal with about 1,000 movements a day, and even more in summer. Night shifts are much quieter, and I usually get a chance to read up on new air traffic requirements between 12 and 4.00 am.

It's important to be really switched on in this job, so even if I'm only a bit under the weather I have no qualms about being off sick. I find the work quite stressful and it can take a while to wind down at the end of a shift. Eventually I'd like to be watch manager, and then maybe even general manager of the airport.

### **E Shop Manager**

If I'm on an early shift, I leave the house by 8.00 am. The first thing I do is get the electronic point-of-sale system up and running.

I always make sure there's someone to watch the till and I co-ordinate people's lunches and breaks. I spend the morning helping customers, finding and ordering books for them. I enjoy serving customers, although it can be a bit annoying if they come in waving reviews and expect you to run around gathering a pile of books for them.

Between 2.00 pm and 4.00 pm most weekdays, publishers' reps come into the shop and I spend

some time discussing new titles for the months ahead. I have to consider how many, if any, of a particular title the shop is likely to sell. When we want to feature a new title, it's essential that I make sure it's delivered in time.

The early shift finishes at 5.45 pm. Two days a week I do a late shift, and then I close down the computer system, lock up and go home.

### **F Financial Analyst**

I listen to the news at 7.00 am, then get up and take a taxi to arrive at work at 8.45 am. First I get in touch with our freelance reporters to find out what is happening in the region I'm responsible for.

I assess financial risk for multi-national companies operating abroad, so it is my job to try to warn clients well in advance of anything that could go wrong in that country. I provide three services: an on-line executive preview, or newflash; a security forecast, which is an extended preview plus a forecast for the next six months; and a travel information security guide.

From 9.15 am to 9.30 am I meet with our editors to discuss the stories I'm going to follow. My first executive preview has to be on-line by 10.00 am and my second deadline is 11.00 am, so I have to be quick chasing up stories. I type them, send them through to my editor, who edits and approves them, then I re-check and make any necessary alterations before they go through the system.

I travel to Africa about three times a year, to report on specific events or just to keep up with what is happening. I leave work at around 6.00 pm. It's quite difficult to switch off, and most evenings I'm still awake at 1.00 am.

## PAPER 2 WRITING (2 hours)

### Part 1

- 1 You are the social organiser at Whitecross College in Britain, where you are studying. The local newspaper has recently published an article criticising the students at the college. As a result, your Principal has decided to organise an Open Day at the College, and has asked you to write a letter for publication in the newspaper, responding to the article and publicising the Open Day.

Read the article below on which your Principal has made some notes, together with the Principal's memo on page 40. Then, **using the information appropriately**, write a letter to the editor of the newspaper, apologising to local residents and encouraging people to come to the Open Day.

#### LOCAL RESIDENTS FURIOUS: STUDENTS IN TROUBLE AGAIN

Residents living near Whitecross College are again complaining about the behaviour of students from the college. Mrs Jones, who lives nearby, complained, 'We are woken up time and time again late at night by noisy groups of students. No wonder the college exam results are so poor!' Her neighbour, Robert Adams, added: 'They stand around in large groups during the day as well, blocking the pavement and dropping litter everywhere. Don't they do any work at all? Doesn't the college organise a social programme for them?'

*not true!*

*must apologise*

*extremely varied*

## MEMO

**TO:** The Social Organiser

**FROM:** The Principal

**RE:** College Open Day,  
Saturday 11 October,  
10.30 am - 10.30 pm

After the recent newspaper article, we must make local people more aware of all the good things that happen here - our excellent facilities, our first-class exam results and our varied social programme. I've made a few notes about plans for the day. Please give information about these in a letter to the newspaper. Your letter should include a brief apology to local residents, and encourage people to come to the Open Day. Here are some of the things the day will include:

- international barbecue.
- college concert. Give details.
- afternoon Sports Challenge - tennis and football against local teams.
- chance to try our computer centre and language laboratory.
- display of photographs of college activities - cultural, environmental, etc.

Now write a **letter** to the editor of the local newspaper as requested by the Principal (approximately 250 words). You should use your own words as far as possible. You do not need to include postal addresses.



## Part 2

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 2 You would like to start a monthly magazine in English for students at the college where you are studying. You have decided to send a proposal to the college Principal asking for permission and financial support. Your proposal must include the following:

- why you want to start the magazine
- what the first issue would include
- what support and financial help you need from the college.

Write your **proposal**.

- 3 While staying in an international youth hostel, you see the following announcement in its magazine:

**COMPETITION**

**Should we travel alone, with friends or with family?**

What are the benefits of **each** and are there any disadvantages?

Write and tell us what you think.

We will publish the best entries in next month's magazine and the winner will receive a mountain bike.

Write your **competition entry**.

- 4 An English magazine has a weekly column called *It'll Cost The Earth*. As part of their worldwide investigation into environmental issues, they have asked you to write a report for them, addressing the following questions:

- What is being done to cut down on the use of energy and natural resources in your village, town or city?
- How successful are these measures?
- What more could be done?

Write your **report**.

- 5 Someone in your department has applied for a job in the marketing department of a multinational company and you have been asked to write a character reference for the applicant. You should indicate how long and in what capacity you have worked with this person, comment on his or her business skills and experience **and** mention any additional personal qualities that you think might be relevant to a marketing position.

Write your **character reference**.

## PAPER 3 ENGLISH IN USE (1 hour 30 minutes)

### Part 1

For questions 1–15, read the text below and then decide which word on page 43 best fits each space. Put the letter you choose for each question in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |   |   |
|---|---|---|
| 0 | A | 0 |
|---|---|---|

### Sports Photography

Sport as a spectacle, and photography as a way of recording action, have developed together. At the (0) ..... of the 20th century, Edward Muybridge was experimenting with photographs of movement. His pictures of a runner (1) ..... in every history of photography. Another milestone was when the scientist/photographer Harold Edgerton (2) ..... the limits of photographic technology with his study of a (3) ..... of milk hitting the surface of a dish of milk. Another advance was the development of miniature cameras in the late 1920s which made it possible for sports photographers to (4) ..... their cumbersome cameras behind.

The significance of television as a transmitter of sport has (5) ..... the prospects of still photographers. All those people who watch a sports event on TV, with all its movement and action, (6) ..... the still image as a reminder of the game. The (7) ..... majority of people do not actually (8) ..... sports events, but see them through the eyes of the media. And when they look at sports photography, they look not so much for a (9) ..... of the event as for emotions and relationships with which they can (10) .....

Looking back, we can see how (11) ..... sports photography has changed. (12) ..... sports photographers were as interested in the stories behind the sport as in the sport itself. Contemporary sports photography (13) ..... the glamour of sport, the colour and the action. But the best sports photographers today still do more than (14) ..... tell the story of the event. They (15) ..... in a single dramatic moment the real emotions of the participants.

- |                         |                    |                     |                       |
|-------------------------|--------------------|---------------------|-----------------------|
| 0 <b>A</b> turn         | <b>B</b> opening   | <b>C</b> origin     | <b>D</b> introduction |
| 1 <b>A</b> exhibit      | <b>B</b> show      | <b>C</b> feature    | <b>D</b> demonstrate  |
| 2 <b>A</b> enlarged     | <b>B</b> extended  | <b>C</b> prolonged  | <b>D</b> spread       |
| 3 <b>A</b> splash       | <b>B</b> drop      | <b>C</b> dash       | <b>D</b> drip         |
| 4 <b>A</b> put          | <b>B</b> keep      | <b>C</b> lay        | <b>D</b> leave        |
| 5 <b>A</b> improved     | <b>B</b> aided     | <b>C</b> benefited  | <b>D</b> assisted     |
| 6 <b>A</b> choose       | <b>B</b> value     | <b>C</b> praise     | <b>D</b> cheer        |
| 7 <b>A</b> high         | <b>B</b> wide      | <b>C</b> main       | <b>D</b> vast         |
| 8 <b>A</b> visit        | <b>B</b> attend    | <b>C</b> follow     | <b>D</b> meet         |
| 9 <b>A</b> preservation | <b>B</b> store     | <b>C</b> mark       | <b>D</b> record       |
| 10 <b>A</b> identify    | <b>B</b> share     | <b>C</b> unite      | <b>D</b> join         |
| 11 <b>A</b> highly      | <b>B</b> radically | <b>C</b> extremely  | <b>D</b> severely     |
| 12 <b>A</b> Initial     | <b>B</b> First     | <b>C</b> Early      | <b>D</b> Primary      |
| 13 <b>A</b> outlines    | <b>B</b> signals   | <b>C</b> emphasises | <b>D</b> forms        |
| 14 <b>A</b> simply      | <b>B</b> alone     | <b>C</b> singly     | <b>D</b> only         |
| 15 <b>A</b> seize       | <b>B</b> grasp     | <b>C</b> capture    | <b>D</b> secure       |

Part 2

For questions 16–30, complete the following article by writing each missing word in the correct box on your answer sheet. Use only one word for each space. The exercise begins with an example (0).

|          |   |      |   |
|----------|---|------|---|
| Example: | 0 | what | 0 |
|----------|---|------|---|

### Traffic Jams are Nothing New

In the age before the motor car, (0) ..... was travelling in London like? Photographs taken 100 years ago showing packed streets indicate that it was much the (16) ..... as it is now. Commuters who choose the car to get to work probably travel at (17) ..... average speed of 17 kph from their homes (18) ..... the suburbs to offices in the centre. (19) ..... is virtually the same speed that they (20) ..... have travelled at in a horse and carriage a century ago.

As towns and cities grow, (21) ..... does traffic, whether in the form of the horse and carriage (22) ..... the modern motor car. It would seem that, wherever (23) ..... are people who need to go somewhere, they would (24) ..... be carried than walk or pedal. The photographs show that, in terms (25) ..... congestion and speed, traffic in London hasn't changed over the past 100 years. London has had traffic jams ever (26) ..... it became a huge city. It is only the vehicles that have changed.

However, although London had traffic congestion long (27) ..... the car came along, the age of the horse produced little unpleasantness apart (28) ..... the congestion. Today, exhaust fumes create dangerous smogs that cause breathing problems (29) ..... a great many people. Such problems could be reduced (30) ..... many of us avoided jams by using bicycles or taking a brisk walk to school or work.

## Part 3

In **most** lines of the following text, there is **one** unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line **31–46**, find this word and then write it in the box on your answer sheet. **Some lines are correct.** Indicate these lines with a tick (✓) in the box. The exercise begins with two examples (0) and (00).

Examples:

|    |     |   |
|----|-----|---|
| 0  | ✓   | 0 |
| 00 | all | 0 |

## Sesame

- 0 Sesame was one of the earliest herbs known to the world. There is some  
 00 disagreement among all the authorities as to the exact place of origin of this  
 31 ancient herb; it may only have been Africa, Afghanistan or the East Indies.  
 32 It is then mentioned in Sanskrit literature and Egyptian scripts, as well as  
 33 in old Hebrew writings. Cleopatra is supposed to have been used sesame  
 34 oil as a skin beautifier. Sesame used to grow in the wild, but recently has  
 35 been grown up as an important crop in many parts of the world. It grows to  
 36 both three or four feet high and has white flowers that are followed by seeds  
 37 which produce oil, high in protein and mineral content. A product of sesame  
 38 seeds is an edible cream known as tahini, which has had the consistency of  
 39 honey and is extremely popular in Middle Eastern and Greek food. Tahini is  
 40 the principal ingredient in a popular sweet called halva. When being chilled  
 41 and cut into small blocks it makes as an agreeable accompaniment to black  
 42 coffee. Sesame seed and honey bars are tasty sweets found out in cake  
 43 shops and delicatessens. Sesame meal, which is ground sesame seed, is  
 44 obtained from health-food shops and is increasingly found in some of bigger  
 45 supermarkets. As it is so high itself in protein, vegetarians use large quantities  
 46 of it in their daily diet. In fact therefore, anything using sesame is nutritious as  
 well as delicious.

Part 4

For questions 47–61, read the two texts on pages 46 and 47. Use the words in the boxes to the right of the texts to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |             |   |
|---|-------------|---|
| 0 | celebration | 0 |
|---|-------------|---|

REVIEW OF A COOKERY BOOK

**The Cook's Garden**

*The Cook's Garden* is a (0) ..... of the fruits, vegetables and herbs of the garden. It is filled with enthusiasm for both gardening and cooking and contains over 300 delicious recipes.

Sheridan Rogers emphasises (47) ..... of ingredients and (48) ..... of preparation in her cooking. There are both traditional and innovative recipes, all of which make (49) ..... use of ingredients which are in season. In order to (50) ..... a constant supply of ingredients, Sheridan includes advice and (51) ..... handy tips for growing fruit and vegetables.

The illustrations in *The Cook's Garden* are by Sheridan's sister, Skye. Her (52) ..... pastel drawings show the colour and beauty of familiar everyday fruit and vegetables as well as the more exotic (53) .....

- (0) CELEBRATE
- (47) FRESH
- (48) SIMPLE
- (49) CREATE
- (50) SURE
- (51) NUMBER
- (52) DELIGHT
- (53) VARY

COLLEGE ADVERTISEMENT

**The Facts about Higher Education at  
Deacon College**

- All our courses are approved and (54) ..... by the University of Dayton.
- Our range of programmes and choice of specialist subjects has been developed to meet the (55) ..... of our students and their (56) ..... employers.
- Our students have a very high pass rate – 98% completed their courses (57) ....., with nearly a third progressing to a degree.

**Why Study at Deacon College?**

- You can choose a programme at an appropriate level from a wide (58) ..... of subjects.
- Your (59) ..... are all qualified professionals who are also committed and enthusiastic.
- If you live within reasonable (60) ..... travelling distance of the college you may benefit (61) ....., since it can be more expensive to study away from home.

- (54) VALID  
(55) REQUIRE  
(56) PROSPECT  
(57) SUCCESS  
(58) CHOOSE  
(59) LECTURE  
(60) DAY  
(61) FINANCE

## Test 2

### Part 5

For questions 62–74, read the following note from a Directors' meeting and use the information in it to complete the numbered gaps in the memorandum on page 49. The words you need **do not** occur in the note. **Use no more than two words for each gap.** The exercise begins with an example (0).

Example: 

|   |            |   |
|---|------------|---|
| 0 | inform you | 0 |
|---|------------|---|

#### NOTE

Tim

Could you circulate a memo to all staff to let them know that we made up our minds at the Directors' meeting last week to have the office done up? We've now hired a firm to do the work and they're probably going to begin on the 14th. They reckon they'll probably need three weeks to do the job – life will be difficult, but there's no way we can get round this. While it's going on, the staff will have to work as normal. Tell them we're sorry if this causes them any trouble but we hope that it'll put them out as little as possible. Also say we'll be very glad of their co-operation and point out that when the work is finished, we are absolutely sure that the office environment will be much more pleasant. Oh, and mention that between now and then, if there are any colours they'd especially like, they should feel free to tell us.



**MEMORANDUM**

**To:** All Staff

**From:** Tim Trout – Assistant to the Directors

I am writing to (0) ..... of the (62) ..... taken at the Directors' meeting last week to (63) ..... the offices. A firm has been contracted to carry out this work, with the 14th May as the expected (64) ..... . They have (65) ..... that the work will take three weeks – this will involve some disruption, which I am afraid is totally (66) ..... . While the work is in (67) ..... all departments will continue to operate normally. The Directors would like to (68) ..... any problems that may be caused and hope that there will be only the (69) ..... inconvenience to you. They would greatly (70) ..... your co-operation in this matter and they have no (71) ..... that, on completion of the work, you will all be pleased to work in much more attractive (72) ..... . In the meantime, should you have any particular (73) ..... regarding colours, please do not (74) ..... put them forward.

## Part 6

For questions 75–80, read the following text and then choose from the list A–J given below, the best phrase to fill each of the spaces. Write one letter (A–J) in the correct box on your answer sheet. Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.** The exercise begins with an example (0).

Example:

|   |   |   |
|---|---|---|
| 0 | J | 0 |
|---|---|---|

### The Origin of Language

Over the centuries, language has enabled humans to share complex information. This wondrous ability eventually gave us the power (0) ..... . Imagine if people couldn't pass on certain types of information, such as what is required for building a wheel, without having (75) ..... . The concept might even die out and have to be re-invented by each new generation. With language, the concept of a wheel can spread very fast, and the original idea can be modified and improved on, time and again, until people are able (76) ..... . Nobody knows how the human ability (77) ..... . There are many different yet interesting theories. Some linguists think it came about because of people's need to co-operate with each other in order to hunt large animals. A group of humans communicating with each other would have a better chance of killing a large, potentially dangerous animal such as a mammoth. Other linguists believe that language stems from a desire (78) ..... . They see it as a re-enforcement of physical gesture. And others again attribute speech to the same spark of creativity that caused our distant ancestors (79) ..... . Most linguists, however, now believe that it is an innate ability, a natural result of the development of the human brain, much like the spider's natural ability to spin webs or the dolphin's ability (80) ..... .

- A to support this theory developed
- B to use language originated
- C to use high-pitched sounds to judge distances
- D to draw animals on cave walls
- E to learn any language perfectly
- F to manipulate and control people
- G to develop wheels with tyres and spokes
- H to laboriously demonstrate the technique
- I to express their ideas in words
- J to dominate the world

## PAPER 4 LISTENING (approximately 45 minutes)

### Part 1

You will hear a guide speaking to tourists who are visiting some Roman remains. For questions 1–9, fill in the missing information.

You will hear the recording twice.

#### TOUR OF ROMAN REMAINS

pm – Visit to Roman

1

Romans came to area in AD

2

Built forts in region to

3

In 1201, people began to search for

4

In the early 19th century, excavators made some

5

Since 1934, archaeological digs have taken place once

6

First half of the museum shows the

7

Second half of museum shows different aspects of

8

On site: Watch out for loose stones and

9

Test 2

Part 2

You will hear part of a radio programme in which someone is talking about a competition for choirs, or groups of singers. For questions 10–17, fill in the missing information.

Listen very carefully as you will hear the recording **ONCE** only.

Competition held every

10

3 categories: – Youth Choir

–

11

Choir

– Single Voice Choir

Choir sends in

12

Auditions held from

13

Competition televised from

14

stage onwards.

Choirs usually

15

when there are TV cameras.

Winner of each category receives a special

16

Choir of the year also wins £1000 to buy

17

**Part 3**

You will hear a radio discussion about an office practice called 'hot desking'. For questions 18–25, complete the sentences.

You will hear the recording twice.

Peter likes 'hot desking' because it offers him  18  
in the way he works.

Lois thinks that 'hot desking' creates a more  19 atmosphere.

Peter thinks certain problems may be avoided if the office is  20

Lois has done  21 which show that people are concerned about where they work.

Peter points to the fact that he can  22 if he wishes.

Lois and Peter agree that  23 in the workplace is important.

Lois thinks that young people learn important  24 at work.

Peter points out that 'hot desking' actually helps create new  25

Test 2

Part 4

You will hear five short extracts in which different people are talking about weekend activities.  
You will hear the recording twice. While you listen you must complete both tasks.

TASK ONE

For questions 26–30, match the extracts with the different activities, listed A–H.

- |                             |  |  |    |
|-----------------------------|--|--|----|
| A mountaineering            |  |  |    |
| B going to the theatre      | Speaker 1 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">26</td></tr></table> |  | 26 |
|                             | 26   |  |    |
| C swimming in a lake        | Speaker 2 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">27</td></tr></table> |  | 27 |
|                             | 27   |  |    |
| D dining in a restaurant    |  |  |    |
| E watching a football match | Speaker 3 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">28</td></tr></table> |  | 28 |
|                             | 28   |  |    |
| F fishing in a river        | Speaker 4 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">29</td></tr></table> |  | 29 |
|                             | 29   |  |    |
| G wandering around a market |  |  |    |
| H attending a wedding       | Speaker 5 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">30</td></tr></table> |  | 30 |
|                             | 30   |  |    |

TASK TWO

For questions 31–35, match the extracts with the opinion each speaker expresses about the activity, listed A–H.

- |                 |  |  |    |
|-----------------|--|--|----|
| A disappointing | Speaker 1 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">31</td></tr></table> |  | 31 |
|                 | 31   |  |    |
| B confusing     | Speaker 2 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">32</td></tr></table> |  | 32 |
|                 | 32   |  |    |
| C uneventful    |  |  |    |
| D overcrowded   | Speaker 3 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">33</td></tr></table> |  | 33 |
|                 | 33   |  |    |
| E frightening   | Speaker 4 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">34</td></tr></table> |  | 34 |
|                 | 34   |  |    |
| F unusual       |  |  |    |
| G amusing       | Speaker 5 <table border="1" style="display: inline-table;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 30px; text-align: center;">35</td></tr></table> |  | 35 |
|                 | 35   |  |    |
| H exhausting    |  |  |    |

## **PAPER 5 SPEAKING** (15 minutes for pairs of candidates, 23 minutes for groups of three)

*(This test is also suitable for groups of three candidates; this only occurs as the last test of a session where a centre has an uneven number of candidates.)*

There are two examiners. One (the Interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the Assessor) is introduced to you, but then takes no further part in the interaction.

### **Part 1** (3 minutes for pairs of candidates, 5 minutes for groups of three)

The Interlocutor first asks you and your partner a few questions. You are then asked to find out some information about each other, on topics such as hobbies, interests, future plans, etc. You are then asked further questions by the Interlocutor.

### **Part 2** (4 minutes for pairs of candidates, 6 minutes for groups of three)

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The Interlocutor gives you a set of pictures and asks you to talk about them for about one minute. The Interlocutor also asks you to let your partner(s) see your pictures.

Your partner / one of your partners is then given another set of pictures to look at and this candidate talks about these pictures for about one minute. The Interlocutor also asks this candidate to let their partner(s) see their pictures.

If a group of three candidates is being examined, the Interlocutor gives another set of pictures to the third candidate to look at. This candidate talks about these pictures for about a minute. The Interlocutor also asks this candidate to let their partners see their pictures.

When you have all had your turn, the Interlocutor asks you to look at each other's pictures again and answer together another question, which relates to all the pictures.

### **Part 3** (approximately 4 minutes for pairs of candidates, 6 minutes for groups of three)

In this part of the test you and your partner(s) are asked to talk together. The Interlocutor places a new set of pictures on the table in front of you. This stimulus provides the basis for a discussion. The Interlocutor then explains what you have to do.

### **Part 4** (approximately 4 minutes for pairs of candidates, 6 minutes for groups of three)

The Interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on the answers of your partner(s) if you wish.

# Test 3

## PAPER 1 READING (1 hour 15 minutes)

### Part 1

Answer questions 1–16 by referring to the magazine article about offices on page 57. Indicate your answers **on the separate answer sheet**.

For questions 1–16, choose your answers from the offices (A–D) described in the article. Some of the choices may be required more than once.

#### Of which office is the following stated?

- |  |          |
|--|----------|
| Some of the staff like it and some don't.                      | 1 .....  |
| Advice from an expert has had a good effect.                   | 2 .....  |
| Staff there benefit from the range of work involved.           | 3 .....  |
| Some members of staff prefer unsuitable furniture.             | 4 .....  |
| A particular rule has been beneficial.                         | 5 .....  |
| The air quality is better than might be expected.              | 6 .....  |
| It is often either very hot or very cold.                      | 7 .....  |
| Staff can work in privacy if they want to.                     | 8 .....  |
| The staff are not told what they can and cannot do there.      | 9 .....  |
| There is not enough room for every member of staff to work.    | 10 ..... |
| It would be better if the furniture were arranged differently. | 11 ..... |
| Evidence of the company's achievements is visible.             | 12 ..... |
| Staff can control the temperature effectively.                 | 13 ..... |
| Staff appear to be under pressure.                             | 14 ..... |
| Working here is like being on display.                         | 15 ..... |
| The staff have made it a pleasant place to work in.            | 16 ..... |



## IS YOUR OFFICE WORKING OK?

*Fresh air and the right chairs are the key to a happy, healthy workforce, according to a new survey. We went to four contrasting offices, to find out how healthy and happy they were as working environments. On our expert panel were a building health consultant; an ergonomist, who studies people's working conditions; and an occupational psychologist. Here are their verdicts.*

### OFFICE A ADVERTISING AGENCY

**Building Health Consultant:** This office is about as simple as it could possibly be; no central heating, no mechanical ventilation, windows opening straight onto the street. It is difficult to see why this space works but the occupants, who are part of a small, dynamic team, appear to have few complaints. They adapt to the changing seasons by opening doors and roof panels or switching on electric radiators – pretty much, perhaps, as they do in their own homes. This may be the key: a team of seven people have created a happy, homely working environment and do not have to put up with any externally imposed bureaucracy.

**Ergonomist:** The furniture here has evolved; no two pieces match. Much of it actually creates bad working postures. Chairs are old, most aren't adjustable and many are broken. Although in that way this environment is poor, the personnel have a varied work schedule, which they control – office work, out meeting clients, making presentations, and so on. This variety reduces the risk of fatigue, boredom or muscular problems.

**Occupational Psychologist:** Staff are delighted with the variety of work and the versatility of the office space. They said their office was 'just the right size' – small enough to know what colleagues were doing, large enough to be able to be on your own and focus on personal work. I found the office attractive and fun, simultaneously conveying images of efficiency and creativity.

### OFFICE B NEWS SERVICE

**Building Health Consultant:** While the office may not be very exciting, it appears comfortable and is not disliked by the staff. The air quality and general maintenance standards appear to be good. This is helped by a No Smoking policy.

**Ergonomist:** I was not surprised to learn that the company had already employed the services of an ergonomist. Chairs are excellent, lighting and computer equipment are good. Space provision is good, although the layout could be improved. But the environment is impersonal and unstimulating, with grey, bare walls.

**Occupational Psychologist:** Walls are bare apart from year planners and a poster describing maternity rights. Most staff have been there for at least five years and relationships are satisfactory. The office could be improved if desks were positioned to make the sharing of information easier. Proof of success or information on forthcoming projects could be displayed on the walls.

### OFFICE C BANK

**Building Health Consultant:** An office that produces mixed reactions from those working in it. The feeling inside is akin to being in a glass case, viewed by, and viewing, countless similar exhibits. Despite a mix of smokers and non-smokers in a relatively small space, the air did not appear to be stale. Even standing only 1.5 metres away from a smoker, it was not possible to smell his cigarette.

**Ergonomist:** The office area is, sadly, very standard and totally uninspiring. The desks are adequate, but only just. Not all the chairs being used for computer operation conform to requirements but this is user choice. Computer screens are often on small desk units with lowered keyboard shelves; this is no longer considered appropriate for modern equipment.

**Occupational Psychologist:** Staff are mutually supportive and well served by technology. Numerous communications awards are on display. The wood coloured panelling and brown carpet give a slightly sombre effect. The office is a buzz of activity.

### OFFICE D NEWSPAPER

**Building Health Consultant:** It is difficult to say anything good about this building. The air-conditioning control is very crude, resulting in large variations in temperature. The space is cluttered and most people have inadequate desk space. The office is very dusty – there are plenty of places for dust to lodge. The shed-type roof also collects dust, which, if disturbed, showers those sitting below.

**Ergonomist:** The furniture would be more at home in a carpentry workshop than in a high-tech industry. Most of the chairs are of little value to keyboard users, particularly those who are shorter than about 1.75 m. Many chairs are old, lack suitable adjustment and have armrests that prevent the user from getting sufficiently close to the desk.

**Occupational Psychologist:** Old brown chairs, soiled carpets, dust and dirt everywhere. A lot of scope for improvement – the place needs a good tidy-up, individual success could be more recognised, air conditioning needs to be improved immediately – there are so many smokers. Few conversations were going on when we visited; everybody seemed stressed and driven by deadlines. The company needs to adopt a policy of team-working.

## Part 2

For questions 17–22, you must choose which of the paragraphs A–G on page 59 fit into the numbered gaps in the following newspaper article. There is one extra paragraph, which does not fit in any of the gaps. Indicate your answers on the separate answer sheet.

## Plugging in the home

*Georgina McGuinness had taken a long career break from journalism and she felt out of touch with the changes brought about by technology. She recounts here how she was able to transform the family home into an efficient workplace.*

The Christmas before last I turned 37 and realised that time was running out if I wanted to resurrect a career in journalism – which I believed had been washed down the plug-hole ... the technological plug-hole.

A quick glance at my curriculum vitae showed that I was shamefully stuck in the 1980s, when a piece of carbon wedged in between several sheets of paper in a typewriter was the state of the art. It seemed that only a madman would let me loose on a computer in his newsroom. And why did most of the jobs advertised ask for experience in desktop publishing – which I didn't have?

17

Clearly, there was a gaping hole in what was left of my career and I had to act quickly. Leaving home before the children did would be fraught with obstacles, or so I thought until I entered a competition in a local newspaper. Like a success story you read or hear about that only ever happens to other people, my family and I won a computer package.

18

I had everything I would need for working from home – and I could still manage to take the children to school. They were confident with computers from the start, already well versed in them from school. I was much more hesitant, convinced that all my work would disappear without trace if I pressed the wrong button. I could not have been more wrong.

19

I recently began freelancing for a magazine,

contributing about two articles a month, and I have become smug in the knowledge that I have the best of two worlds.

So how has the computer helped me? Since my schooldays I have always worked at a desk that can only be described as a chaotic mess.

20

Spreadsheets help keep a record of income and expenses, and pre-formatted invoices and letterheads have saved me a lot of time and effort. For a journalist, getting on-line with the Internet means I can research stories, ask for further information on the bulletin board in the journalism or publishing forums and even discuss the pros and cons of working from home with people from all over the world.

21

However, there is a growing band of people who have recently bought multi-media PCs, not just for the educational, leisure and entertainment facilities. In my street alone there appears to be a new type of technical cottage industry evolving from the sheer convenience of not having to join the commuter struggle into the city each day. So what characterises home workers as we move into the next century?

22

Taking this into account, I seem to be well ahead of schedule. And who knows, one day I might be e-mailing a column to a newspaper in Melbourne or, better still, publishing my own magazine from home. It seems the sky, or should I say cyberspace, is the limit.

- A** Consequently, I was always losing scraps of paper containing vital bits of information. The computer has transformed me into an organised worker, particularly when it comes to office administration.
- B** If all this sounds too good to be true, there is a dark side to computing from home. You can be in isolation from physical human contact. There are the distractions of putting urgent jobs about the house first, and when the children are home there are power struggles in our house over whose turn it is to use the computer.
- C** To get an idea of the speed and convenience with which someone based at home can send their work back to the office, this article will be sent in a matter of minutes via a modem straight into the editor's computer.
- D** I thought I had a better chance of hosting a seminar in nuclear physics than attempting to lay out a page on a computer. I was the family technophobe; even pocket calculators were a mystery to me and I still don't know how to use the timer on the video.
- E** A report entitled *PC Usage in UK Homes* provides the following profile of the millennium computer user: 38 and well educated; 93% own a personal computer and 32% have a CD-ROM device; 38% have a laser printer and 50% a modem.
- F** Though far from being adroit, I did manage to learn the basic skills I needed – it was all so logical, easy and idiot-proof. And, like everything that you persevere with, you learn a little more each day.
- G** Supplied with a laptop computer to free my husband from his desk, and a personal computer for us all, we dived in at the deep end into a strange new world and terms such as *cyberspace*, *Internet* and *surfing* became commonplace in our vocabulary. We took to chatting like old pals via the Internet to strangers around the world. The children forsook the television and I set up a mini-office in a corner of the kitchen with a telephone-answering facility, a fax machine, a CD-ROM, and a modem linking me into the information superhighway.

Part 3

Read the following magazine article and answer questions 23–29 on page 61. On your answer sheet, indicate the letter A, B, C or D against the number of each question. Give only one answer to each question.

## Solar Survivor

### Charles Clover ventures inside Britain's most environmentally-friendly home.

Southwell in Nottinghamshire is full of surprises. The first is Britain's least-known ancient cathedral, Southwell Minster, celebrated by writers of an environmental disposition for the pagan figures of 'green' men which medieval craftsmen carved into the decorations in its thirteenth-century chapter house. The second, appropriately enough, is Britain's greenest dwelling, the 'autonomous house', designed and built by Robert and Brenda Vale.

The Vales use rainwater for washing and drinking, recycle their sewage into garden compost and heat their house with waste heat from electrical appliances and their own body heat, together with that of their three teenage children and their two cats, Edison and Faraday. You could easily miss the traditional-looking house, roofed with clay pantiles, on a verdant corner plot 300 yards from the Minster. It was designed to echo the burnt-orange brick of the town's nineteenth-century buildings and won approval from the planners even though it is in a conservation area.

Ring the solar-powered doorbell and there is total silence. The house is super-insulated, with krypton-filled triple-glazed windows, which means that you do not hear a sound inside. Once inside and with your shoes off (at Robert's insistence), there is a monastic stillness. It is a sunny summer's day, the windows are closed and the conservatory is doing its normal job of warming the air before it ventilates the house. Vale apologises and moves through the house, opening ingenious ventilation shafts and windows. You need to create draughts because draught-proofing is everywhere: even Edison and Faraday have their own air-locked miniature door.

The Vales, who teach architecture at Nottingham University, were serious about the environment long before it hit the political agenda. They wrote a book on green architecture back in the 1970s, *The Autonomous House*. They began by designing a building which emitted no carbon dioxide. Then they got carried away and decided to do without mains water as well. They designed composting earth closets, lowered rainwater tanks into the cellar, and specified copper gutters to protect the drinking water, which they pass through two filters before use. Water from washing runs into the garden (the Vales don't have a dishwasher because they believe

it is morally unacceptable to use strong detergents). Most details have a similar statement in mind.

'We wanted people to see that it was possible to design a house which would be far less detrimental to the environment, without having to live in the dark,' says Robert. 'It would not be medieval.' The house's only medieval aspect is aesthetic: the hall, which includes the hearth and the staircase, rises the full height of the building.

The Vales pay no water bills. And last winter the house used only nine units of electricity a day costing about 70p – which is roughly what other four bedroomed houses use on top of heating. Soon it will use even less, when £20,000 worth of solar water heating panels and generating equipment arrive and are erected in the garden. The house will draw electricity from the mains supply for cooking and running the appliances, but will generate a surplus of electricity. There will even be enough, one day, to charge an electric car. The only heating is a small wood-burning stove in the hall, which the Vales claim not to use except in the very coldest weather.

So is it warm in winter? One night in February when I happened to call on him, Robert was sitting reading. It was too warm to light the fire, he said. The room temperature on the first floor was 18°C, less than the generally expected temperature of living areas, but entirely comfortable, he claimed, because there are no draughts, no radiant heat loss, since everything you touch is at the same temperature. Perceived temperature depends on these factors. An Edwardian lady in the early years of the twentieth century was entirely comfortable at 12.5°C, he says, because of the insulation provided by her clothing. Those people who live in pre-1900 housing, he suggests, should simply go back to living as people did then. Somehow, it is difficult to think of this idea catching on.

The house's secret is that it is low-tech and there is little to go wrong. Almost everything was obtained from a builder's merchant and installed by local craftsmen. This made the house cheap to build – it cost the same price per square metre as low-cost housing for rent. Not surprisingly, the commercial building companies are determinedly resisting this idea.

- 23 According to the writer, the exterior of the Vales' house is
- A unique.
  - B unattractive.
  - C controversial.
  - D unremarkable.
- 24 Why did Robert Vale apologise to the writer on his arrival?
- A The ventilation system had failed.
  - B The temperature was uncomfortable.
  - C The conservatory was not functioning properly.
  - D The draughts were unwelcome.
- 25 What does the writer suggest about environmental issues in the fourth paragraph?
- A They have always been a difficult topic.
  - B They have become a subject of political debate.
  - C The Vales have changed their views in recent years.
  - D The Vales have begun to take a political interest in the subject.
- 26 What does the writer imply about the decision not to use mains water in the Vales' house?
- A It was impractical.
  - B It was later regretted.
  - C It was an extreme choice.
  - D It caused unexpected problems.
- 27 In Robert Vale's opinion, his home challenges the idea that houses designed with the environment in mind must be
- A draughty.
  - B primitive.
  - C small.
  - D ugly.
- 28 The planned changes to the house's electrical system will mean that
- A the house will produce more electricity than it uses.
  - B the Vales will not use electricity from the mains supply.
  - C the house will use more electricity than it does now.
  - D the Vales' electricity bills will remain at their current level.
- 29 According to Robert Vale, the house was comfortable in February because
- A no variations in temperature could be noticed.
  - B 18°C was acceptable for ordinary houses.
  - C it was not a particularly cold winter.
  - D he had got used to the temperature.

Test 3

Part 4

Answer questions 30–48 by referring to the magazine article on pages 63–64 about hotels and health farms. Indicate your answers on the separate answer sheet.

For questions 30–38, answer by choosing from the list of places (A–E) on the right below. Some of the choices may be required more than once.

**Note:** When more than one answer is required, these may be given in any order.

| Which section(s) of the article mention(s)                    |                   |  |                  |
|---|-------------------|--|------------------|
| a building specifically constructed for its present function? | 30 .....          |  | A Henlow Grange  |
| the cost of additional services?                              | 31 .....          |  | B Shrubland Hall |
| the ease with which a range of treatments can be booked?      | 32 .....          |  | C Careys Manor   |
| the intention to expand the range of facilities?              | 33 .....          |  | D Cliveden       |
| the provision of outdoor activities?                          | 34 ..... 35 ..... |  | E Springs Hydro  |
| the premises attracting different kinds of people?            | 36 .....          |  |                  |
| a particularly attractive setting for the buildings?          | 37 ..... 38 ..... |  |                  |

For questions 39–48, answer by choosing from the list of journalists (A–E) on the right below. Some of the choices may be required more than once.

**Note:** When more than one answer is required, these may be given in any order.

| Which journalist(s) state(s) that she/they                      |                   |  |                         |
|---|-------------------|--|-------------------------|
| felt that the assignment came at a good time for her?           | 39 .....          |  | A Marcelle D'Argy Smith |
| exercised to counter the effects of the food?                   | 40 ..... 41 ..... |  | B Liz Gregory           |
| could not stay awake during a particular treatment?             | 42 .....          |  | C Beverley D'Silva      |
| was amazed at the range of food?                                | 43 .....          |  | D Kay Letch             |
| received attention for a physical complaint?                    | 44 ..... 45 ..... |  | E Eve Cameron           |
| was disconcerted by the term used to refer to the guests?       | 46 .....          |  |                         |
| did not view the quality of the food as an entirely good thing? | 47 .....          |  |                         |
| felt unwell during her visit?                                   | 48 .....          |  |                         |



## RETREAT, RELAX, RECHARGE

Health farms and country house hotels offering spa facilities report that business is booming. We asked five journalists to check out some of the places that are available.

### A HENLOW GRANGE

I welcomed the opportunity to go to Henlow Grange for six days as I was tired and needed to relax. My room in the main part of the huge 18th-century house was the most comfortable possible and I was instantly soothed.

On Day One I did nothing and slept lots. But from Day Two I started going to body conditioning and doing as many classes as I could (stretch and tone, yoga, body alignment, to name but a few). All the instructors are highly trained. I couldn't believe how supple I began to feel as the week progressed.

They have every possible treatment, including aromatherapy (I've never been so relaxed), seaweed baths, manicures, and pedicures. The facial, which lasts for an hour, really does make you feel like a new person.

The staff in the treatment rooms deserve a bouquet. They couldn't have been friendlier, nicer or more professional. The whole atmosphere is one of vitality and enthusiasm. Henlow are planning a major refurbishment this year, which will include a half-size Olympic swimming pool and a Light Diet Room. Bicycles are available and you can ride around the grounds. If you're not feeling energetic and the weather's on your side, grab a magazine or enjoy a peaceful walk in the garden.

During my stay, my mood improved and so did my appetite. I left feeling wonderful and full of energy, which lasted for ages. I'm definitely due another visit. This is the *perfect* break for the stressed working woman. Save Room 5 for me!

**Marcelle D'Argy Smith**

### B SHRUBLAND HALL

The calm and relaxing atmosphere of this stately home was evident from the moment I climbed the vast staircase into the reception

area. The Hall has an impressively decorated library, a charming conservatory and lots of space, so you don't have to speak to anyone if you don't want to.

On arrival everybody is given a medical, which includes an examination and a check on weight and blood pressure. We were all called patients, which I found a bit disquieting as I'm in good health. However, I was impressed that a shoulder problem discovered in the examination was immediately passed on to the fitness instructor and we worked on it in the group workshops and also in an extra session of individual instruction.

Each patient is given a specific diet to follow. Although I lost weight without fasting, I was still hungry enough to develop a fierce headache on the second day. A typical daily menu for me was a breakfast of grapefruit and honey, hot lemon and boiled water; a choice of salads for lunch; and a mixture of exotic fruit, yoghurt and a flask of hot broth for supper. If you're not fasting or on a light diet, then you'll eat in the main dining hall, where the food is tasty and nicely presented, so you needn't suffer too much! You have a massage or water therapy on alternate days. All extra treatments are competitively priced.

**Liz Gregory**

### C CAREYS MANOR

Careys is not a health farm and doesn't pretend to be. It's a fine old manor farm with inviting log fires and a spacious lounge. If you're counting calories, you'll have to miss out on the gourmet food. Rich sauces and delightful creamy confections are conjured up by the French chef. It's a good job the hotel has a fully-equipped gym and soft-water pool so I could work off some of the tempting indulgences. (You can opt for a

'health-conscious' diet if you really want to lose weight.) There is a spa bath, steam room, Swiss shower, sauna and treatment rooms. A big attraction is the sports injury clinic. I got an expert opinion on an old, sometimes painful, shoulder injury. The physiotherapist recommended good posture, remedial exercises and massage. Careys manages to be comfortable and luxurious, laid-back and sedate. If you want to break out, there is great surrounding countryside to explore.

**Beverley D'Silva**

#### **D CLIVEDEN**

Cliveden is a majestic country home and is also a five-star hotel that treats its guests like royalty. It offers health and beauty treatments, a well-equipped gym, saunas, swimming pool, tennis, horse riding, and much more. There are stunning woodland walks and gardens around the 376-acre National Trust estate.

And there's Waldo's, a highly-acclaimed restaurant with dishes to make you clutch your stomach. In ecstasy. It took me half an hour to read the dinner menu; the choice was staggering. The meal was wonderful, especially the sticky-toffee pudding with banana ice-cream. I climbed into bed a happy woman!

Next morning I dutifully spent a few hours in the gym playing with exercise equipment to burn off a few calories in time for my next meal. In the Pavilion I enjoyed a facial with gentle heat and essential oils. Then I had an

aromatherapy massage.

I thought of all the other reports my fellow journalists would make, about fitness assessments, workouts, and beauty treatments to tone and firm the body. Cliveden has all these if you want to use them – before indulging yourself at Waldo's.

**Kay Letch**

#### **E SPRINGS HYDRO**

The best and the worst thing about Springs Hydro is the carrot cake. The best because it really is the most delicious I've ever tasted. The worst, because it's a huge slab of 360 calories, which sets you back if you want to lose weight. You have been warned! The second best thing is the fabulous aromatherapy massage. I chose the relaxing oils blend, dropped off to sleep twice during the massage, floated back to my room and had my most refreshing night's sleep in years.

The premises are modern and purpose-built, efficiently run, with up-to-the-minute facilities and luxurious bedrooms. There are plenty of therapists and beauty rooms so there's little difficulty in scheduling appointments. A variety of treatments are on offer, from manicures and pedicures to deep-cleansing facials and body treatments. The guests are an eclectic mix – from entire football teams to mums and daughters, best friends and singles. Ideally, I would have a break here about once a month.

**Eve Cameron**



## PAPER 2 WRITING (2 hours)

### Part 1

- 1 You are a member of the student committee at an international college. The Principal has recently decided to make changes to the college sports facilities and has asked the student committee to look at the plans and comment on them.

Read the Principal's memo below and look at the plans on page 66. Read all the notes you have made of the student committee's comments on the memo and the plans, then **using the information appropriately**, write the letter to the Principal, commenting on the plans and offering the student committee's suggestions.

#### memo

**To:** Student Committee

**From:** College Principal

**Re:** Proposed changes to Sports Centre

I enclose a copy of the plan of the Sports Centre as it is now and a second plan showing the changes we intend to make. I am sure you will agree that the current problems will be fully resolved by the proposed changes.

*don't agree*

As I understand it, these problems are:

- indoor tennis court too busy
- gym under-used
- coffee bar too small
- sauna too far from pool.

To cover the costs of the changes I may have to introduce an entrance fee of £5 per visit unless you can suggest other ways of funding the changes.

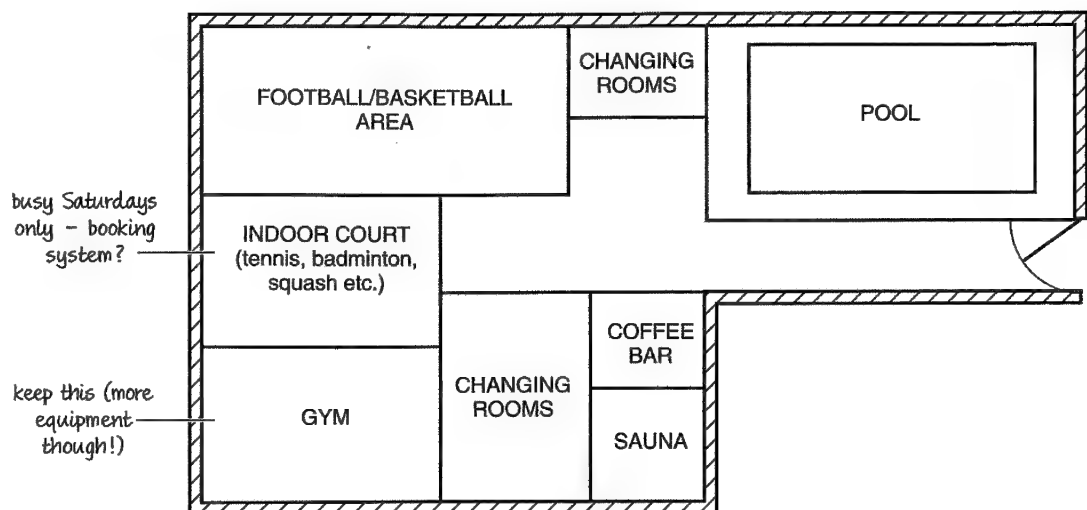
*open centre to public?*

Please send me your comments as soon as possible. We do want to take account of students' views, as they are the ones who use the facilities.

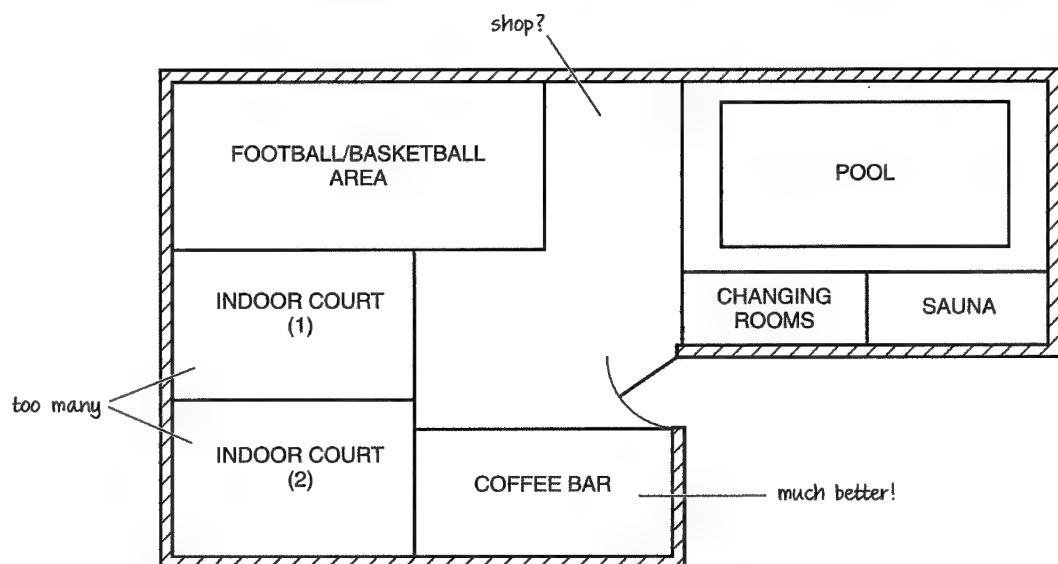
*no!*

Test 3

PLAN OF CURRENT SPORTS CENTRE



PRINCIPAL'S PLAN OF SPORTS CENTRE WITH PROPOSED CHANGES



Now write a **letter** to the Principal (approximately 250 words). You should use your own words as far as possible. You do not need to include postal addresses.

**Part 2**

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 2 You see the following announcement in a magazine called *Tourism Today*.

Pop stars, sports personalities and film stars are often the most famous representatives of their countries. Who is the best known representative of your country? Write an article:

- ▶ telling us about this person
- ▶ explaining why he or she attracts so much interest
- ▶ giving your opinion about the image he or she presents.

Write your **article**.

- 3 You are a member of an English language social club. Some members of the club cannot attend an English course and would welcome suggestions and advice on how to improve their English independently. You have agreed to write a leaflet giving a number of ideas and practical tips for people learning without a teacher.

Write the **text for the leaflet**.

- 4 You have been asked to write a report for an international survey about attitudes to jobs in your country. You should:
- describe the ways in which some jobs have gained or lost respect during the past twenty years
  - explain why you think this has occurred
  - say what other changes in job status may take place in the future.

Write your **report**.

- 5 The company you work for is going to close some departments as the goods or services they provide are no longer required. Your department, however, is going to expand and will need some employees from the departments which are closing. As a result of this, your manager has asked you to write a proposal outlining the following:
- which staff should be re-trained
  - what sort of re-training these members of staff will require
  - how long the re-training will take
  - how the company will benefit.

Write the **proposal**.

# **PAPER 3 ENGLISH IN USE (1 hour 30 minutes)**

## **Part 1**

For questions 1–15, read the text below and then decide which word on page 69 best fits each space. Put the letter you choose for each question in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |   |   |
|---|---|---|
| 0 | B | 0 |
|---|---|---|

### **Holidays in South Carolina**

Roaring across the bay in a motorised rubber boat, we were told by the captain to (0) ..... our eyes open. With the engine (1) ....., it wasn't long before half a dozen dolphins came swimming around us. Eventually, two came up (2) ..... beside the boat and popped their heads out of the water to give us a wide grin.

Dolphin watching is just one of the many unexpected attractions of a holiday in South Carolina, in the USA. The state has long been popular with golfers and, with dozens of (3) ..... in the area, it is (4) ..... a golfer's paradise. But even the keenest golfer needs other diversions and we soon found the resorts had plenty to (5) .....

In fact, Charleston, which is midway along the (6) ....., is one of the most interesting cities in America and is where the first shots in the Civil War were (7) ..... Taking a guided horse and carriage tour through the quiet back streets you get a real (8) ..... of the city's past. Strict regulations (9) ..... to buildings so that original (10) ..... are preserved.

South of Charleston lies Hilton Head, an island resort about 18 km long and (11) ..... like a foot. It has a fantastic sandy beach (12) ..... the length of the island and this is perfect for all manner of water sports. (13) ....., if you feel like doing nothing, (14) ..... a chair and umbrella, head for an open (15) ..... and just sit back and watch the pelicans diving for fish.

- |                  |               |                 |                 |
|------------------|---------------|-----------------|-----------------|
| 0 A stand        | <b>B</b> keep | C hold          | D fix           |
| 1 A turned out   | B turned away | C turned off    | D turned over   |
| 2 A direct       | B right       | C precise       | D exact         |
| 3 A courses      | B pitches     | C grounds       | D courts        |
| 4 A fully        | B truly       | C honestly      | D purely        |
| 5 A show         | B provide     | C offer         | D supply        |
| 6 A beach        | B coast       | C sea           | D shore         |
| 7 A thrown       | B aimed       | C pulled        | D fired         |
| 8 A significance | B meaning     | C sense         | D comprehension |
| 9 A apply        | B happen      | C agree         | D occur         |
| 10 A points      | B characters  | C aspects       | D features      |
| 11 A formed      | B shaped      | C made          | D moulded       |
| 12 A lying       | B running     | C going         | D following     |
| 13 A Alternately | B Conversely  | C Contrastingly | D Alternatively |
| 14 A charge      | B lend        | C hire          | D loan          |
| 15 A space       | B room        | C gap           | D place         |

## Part 2

For questions 16–30, complete the following article by writing each missing word in the correct box on your answer sheet. Use only one word for each space. The exercise begins with an example (0).

Example:

|   |      |   |
|---|------|---|
| 0 | most | 0 |
|---|------|---|

### The Sahara Marathon

One of the (0) ..... amazing marathon races in the world is the Marathon of the Sands. It takes place every April in the Sahara Desert in the south of Morocco, a part of the world (16) ..... temperatures can reach forty degrees centigrade. The standard length of a marathon is 42.5 kilometres but (17) ..... one is 230 kilometres long and takes seven days to complete. It began in 1986 and now attracts about two hundred runners, the majority of (18) ..... ages range from seventeen to forty-seven. About half of (19) ..... come from France and the rest from all over the world. From Britain it costs £1,750 to enter, (20) ..... includes return air fares. The race is rapidly (21) ..... more and more popular (22) ..... , or perhaps because of, the harsh conditions that runners must endure. They have to carry food and (23) ..... else they need (24) ..... seven days in a rucksack weighing no more than twelve kilograms. In (25) ..... to this, they are given a litre and a half of water every ten kilometres. Incredibly, nearly (26) ..... the runners finish the course. (27) ..... man, Ibrahim El Joul, has taken part in every race since 1986. Runners do suffer terrible physical hardships. Sometimes they lose toenails and skin peels (28) ..... their feet. However, doctors are always on hand to deal (29) ..... minor injuries and to make sure that runners do not push (30) ..... too far.

## Part 3

In **most** lines of the following text, there is **either** a spelling **or** a punctuation error. For each numbered line **31–46**, write the correctly spelt word or show the correct punctuation in the box on your answer sheet. **Some lines are correct.** Indicate these lines with a tick (✓) in the box. The exercise begins with three examples (0), (00) and (000).

Examples:

|     |                  |     |
|-----|------------------|-----|
| 0   | ✓                | 0   |
| 00  | <i>name, was</i> | 00  |
| 000 | <i>immigrant</i> | 000 |

## Food Fame

- 0 Henry John Heinz, the founder of the gigantic food processing and  
 00 canning empire that bears his name was born in 1844 in Pittsburgh,  
 000 Pennsylvania, of German imigrant parents. When he was 25, he  
 31 formed a partnership with an old family freind, Larry Noble, selling  
 32 horseradish sauce in clear glass jars (previously, green glass had  
 33 disgiused the dishonest practice of substituting the horseradish with  
 34 other vegetables). So began the Heinz and Noble reputation for quality  
 35 and honesty. There products were also sold with the promise that they  
 36 did not contain artificial flavours and colours, long before such facters  
 37 were thought desirable Heinz & Noble steadily added other lines,  
 38 including pickles, and in 1876, Heinz formed an other company with  
 39 his brother and a cousin. One of the first products made was ketchup  
 40 a food found in every American household. This had previously been  
 41 made on a domestic scale and involved the whole family stirring a hugh  
 42 pot over an enormous open fire for an entire day. The bussiness was  
 43 sufficiently successful by 1886 for the Heinz family to visit Europe.  
 44 The company sold it's first products in Britain to an exclusive London  
 45 store, astonishing them by daring to enter through the front door,  
 46 rather than the tradesmens entrance, as was expected at that time.

Part 4

For questions 47–61, read the two texts on pages 72 and 73. Use the words in the boxes to the right of the texts to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |                |   |
|---|----------------|---|
| 0 | <i>stardom</i> | 0 |
|---|----------------|---|

EXTRACT FROM A MAGAZINE ARTICLE

**Want to be a Star?**

Lots of us dream of being famous. For some, it's a desire for (0) ..... in the movies, the theatre or on TV. For others, it's the (47) ..... appeal of music, whether it's classical or rock. But the reality is that getting to the top in any of the performing arts is (48) ..... hard work.

For every actor who makes it, there are thousands of (49) ..... youngsters working as waiters. For every top band, there are (50) ..... others eager to play anywhere. Many of them have (51) ..... but this alone may be (52) ..... . For some it's a good idea to take a course to learn more of the (53) ..... so that this talent can be developed.

- (0) STAR
- (47) UNIVERSE
- (48) AMAZE
- (49) HOPE
- (50) COUNT
- (51) ABLE
- (52) SUFFICIENT
- (53) BASE



**JOB ADVERTISEMENT**

**President, International Institute for  
Energy Conservation**

The International Institute for Energy Conservation is a non profit making (54) ..... working in developing countries. The thirty-person staff is based in Washington DC with four international offices. Applications are invited for the full-time position of President. The successful (55) ..... will have a proven record of (56) ..... in fund-raising, excellent (57) ..... skills and will have demonstrated (58) ..... skills through the practical implementation of projects. The President is required to travel (59) ..... and should have experience of working in multicultural environments. A minimum requirement is (60) ..... practical experience in energy (61) ..... programmes as well as a demonstrable knowledge of this field.

Applications or nominations should be sent to:  
Charles Palmer, 899 University Avenue, Toronto, Canada.

- (54) FOUND
- (55) APPLY
- (56) EFFECT
- (57) MANAGE
- (58) LEAD
- (59) EXTEND
- (60) SUBSTANCE
- (61) EFFICIENT

Part 5

For questions **62–74**, read the following leaflet and use the information in it to complete the numbered gaps in the letter on page **75**. The words you need **do not** occur in the leaflet. **Use no more than two words for each gap**. The exercise begins with an example (0).

**Example:**

|   |                      |   |
|---|----------------------|---|
| 0 | <i>staying there</i> | 0 |
|---|----------------------|---|

**HOTEL INFORMATION LEAFLET**

**HOTEL SERVICES**

- Car parking is available for residents but the hotel will not be liable in respect of loss or damage to any vehicle. Car keys should be deposited at Reception for safekeeping.
- Messages will be delivered to your room, or in your absence, kept at Reception until your return. All incoming post will be handled in the same way.
- Facsimile messages may be sent via Reception. The cost of these will be added to your bill.
- Light refreshments can be ordered through the 24-hour Room Service.
- If you wish to make use of the laundry service, please deposit items in the bag provided in your room and they will be returned the following day.
- Guests are reminded to vacate their rooms by 11 am on the day of their departure. Should you require assistance with your luggage, please dial '0' for a porter, who can also arrange storage if necessary.
- If you wish to settle the bill by personal cheque, it must be supported by a cheque guarantee card.
- Invoices can only be sent to companies if an agreement has been made in writing a minimum of seven days prior to arrival.

LETTER

Dear Julie

Thanks for your letter. You wanted to know about the hotel I stayed in when I was in London last month.

Anyone **(0)** ..... can park in the hotel car park. However, the hotel won't accept **(62)** ..... if anything happens to your car. It's best to **(63)** ..... your keys in Reception. They are very organised – the Reception Staff will take messages that come for you if you're **(64)** ..... . It's the same for **(65)** ..... which arrive for you. You can send faxes, but that service is **(66)** ..... . If you get **(67)** ..... at any time, you can ring Room Service. If you want any of your **(68)** ..... put them into the laundry bag in your room and you'll **(69)** ..... back the following day.

You have to get out of your room by 11 am on the day that **(70)** ..... . You can ring the porter if you want help with your **(71)** ..... and he can also arrange storage for them.

Remember, they won't take cheques **(72)** ..... have a cheque guarantee card. If your company's **(73)** ..... , make sure they write and arrange it at least **(74)** ..... before you arrive.

I hope everything goes well.

With best wishes

Jane

## Part 6

For questions **75–80**, read the following text and then choose from the list **A–J** given below the best phrase to fill each of the spaces. Write one letter (**A–J**) in the correct box on your answer sheet. Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.** The exercise begins with an example (**0**).

Example:

|   |   |   |
|---|---|---|
| 0 | J | 0 |
|---|---|---|

## Interviews

Many people are unsure of how to behave in interviews. Often, the temptation is to present yourself not as you really are, but as what you think the interviewer is looking for. We have all heard of people who got their big breaks by saying they knew exactly what to do (**0**) ..... However, it seems that most Careers Advisers would recommend a more honest approach. You may find yourself exaggerating a little, but the trick is not (**75**) .....

When questioned about the qualities they were looking for in people applying for jobs, most interviewers saw fitting into the corporate culture and a willingness (**76**) ..... as very important. In the interview, however, it is this skill of relating to other people that is so difficult (**77**) ..... ; critics argue that, as a result, interviewers often show the tendency (**78**) .....

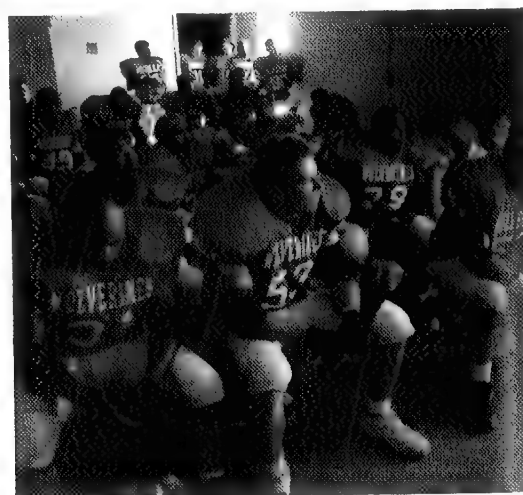
When getting ready for an interview, preparing answers is an obvious tactic, but you should always pay extremely careful attention to what is asked. It is all too easy (**79**) ..... Always try to extend your answers beyond a brief yes or no, but don't go on for ever. If you need to clarify what the interviewer means, ask a question of your own, taking care not (**80**) ..... Remember your future may be in his or her hands.

- A** to select people most like themselves
- B** to underestimate your own ability
- C** to keep to the point
- D** to overdo it
- E** to judge accurately
- F** to imply that the interviewer is at fault
- G** to misinterpret a question
- H** to do a job when they didn't
- I** to work as part of a team
- J** to please the interviewer

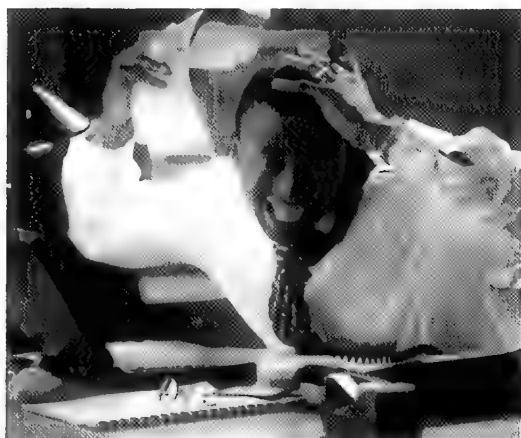


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*Visual materials for the Speaking test*

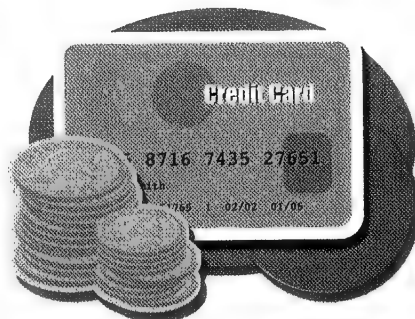
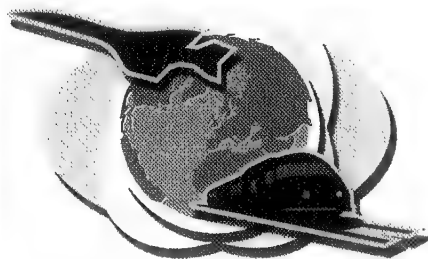
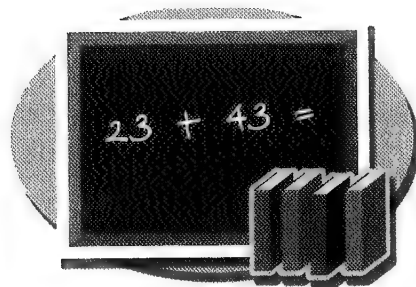
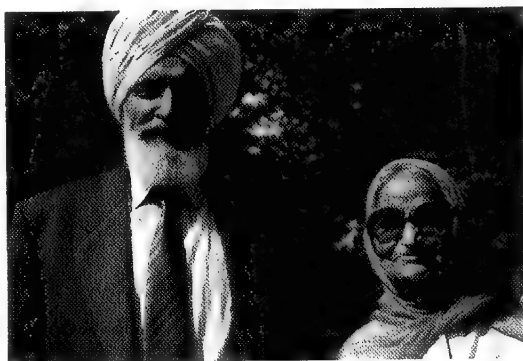
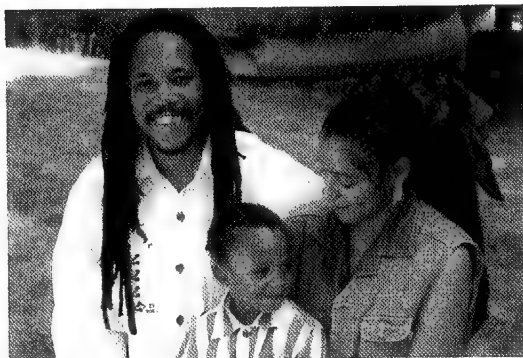


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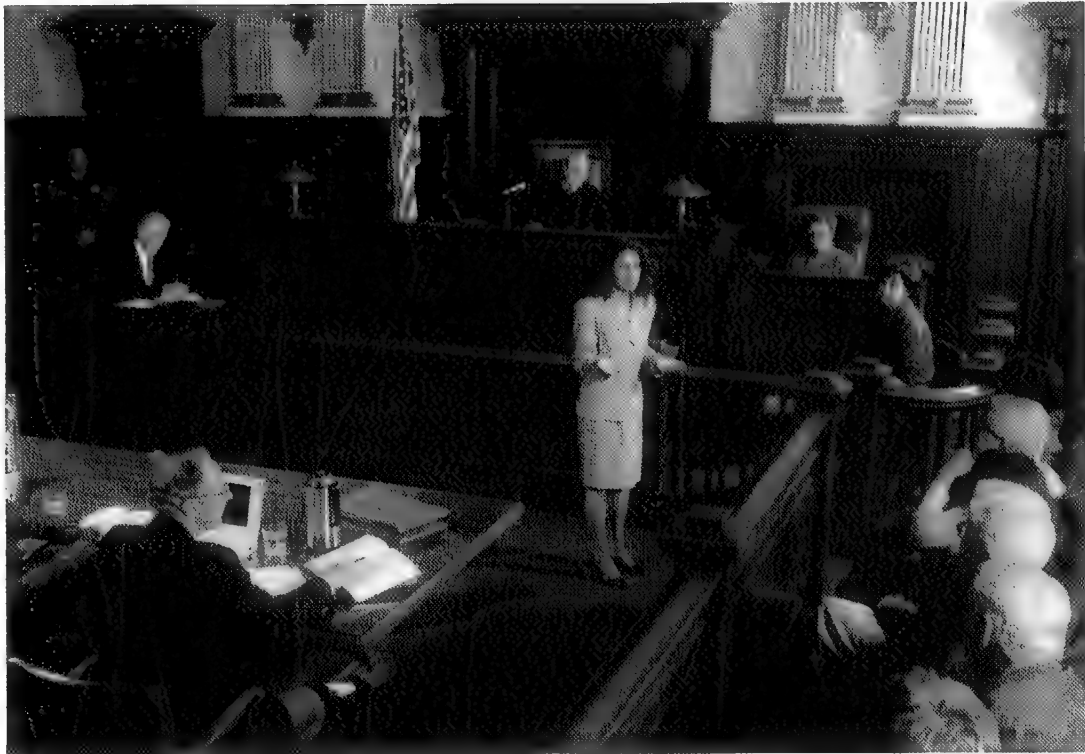


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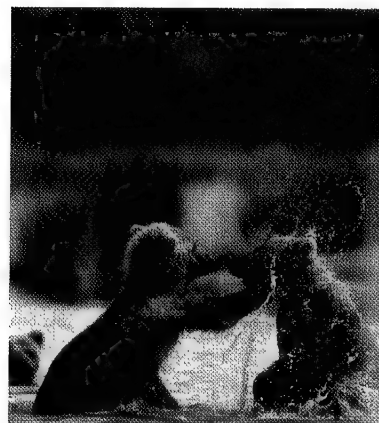
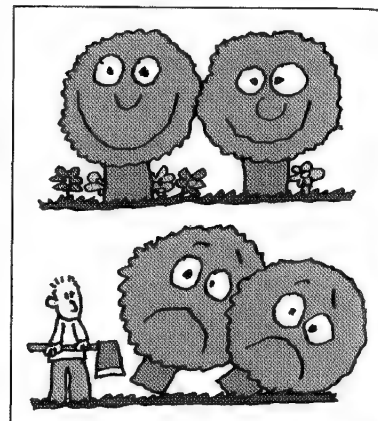
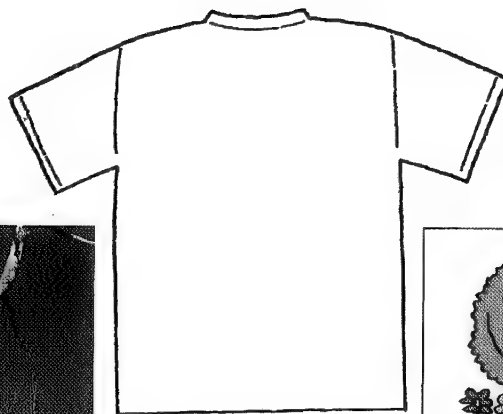




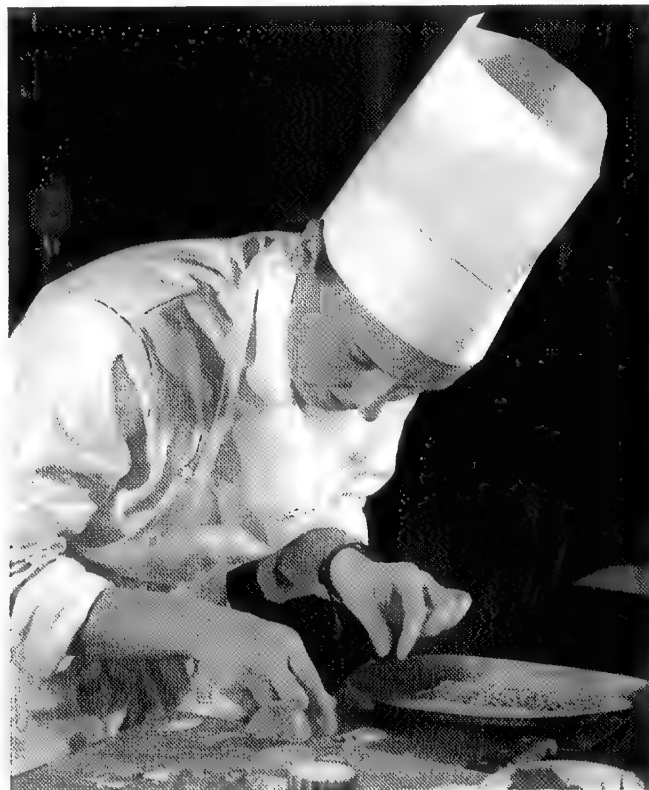
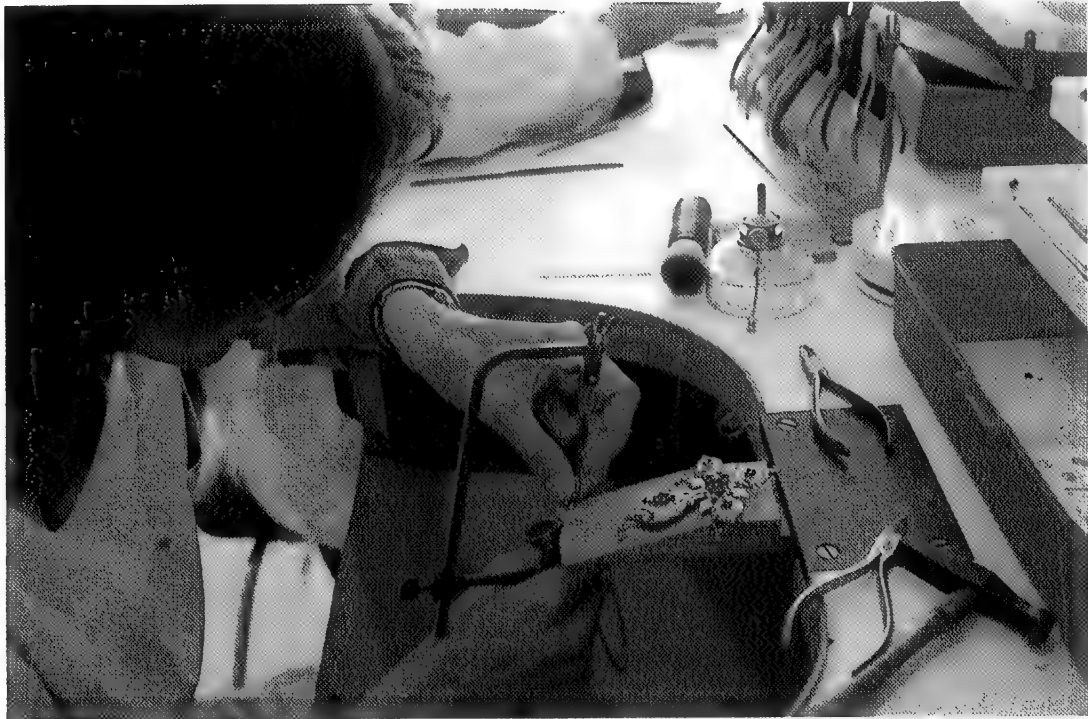
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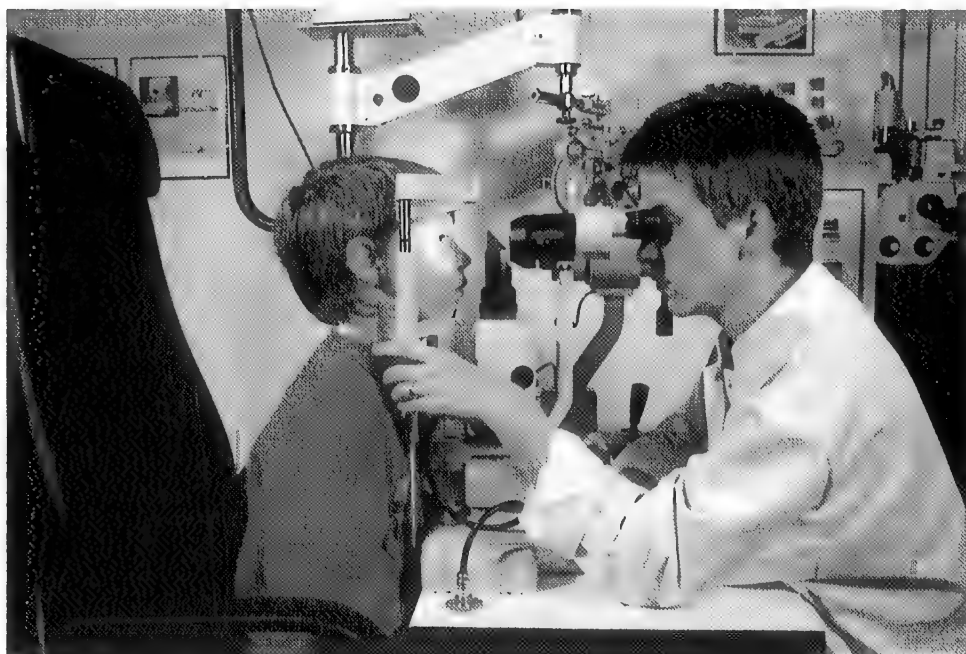


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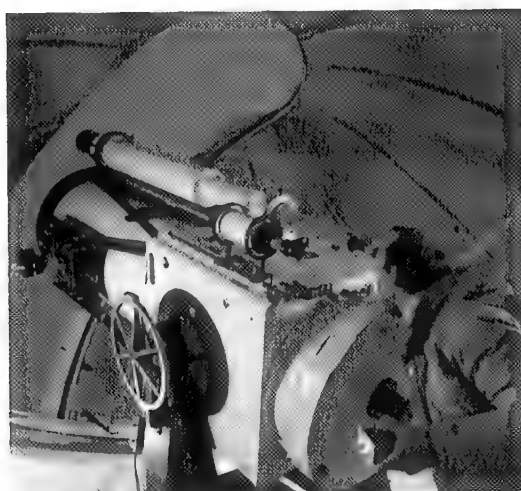




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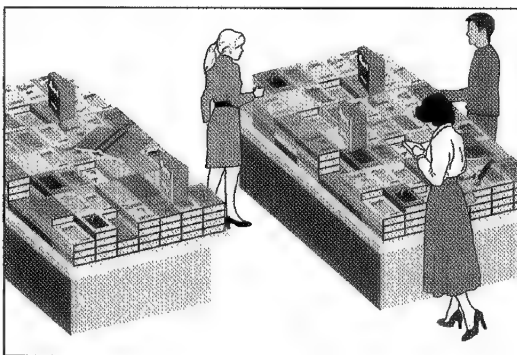
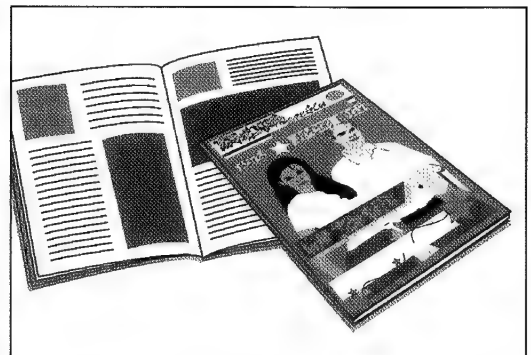
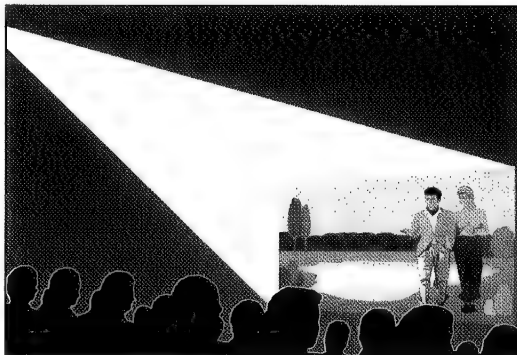
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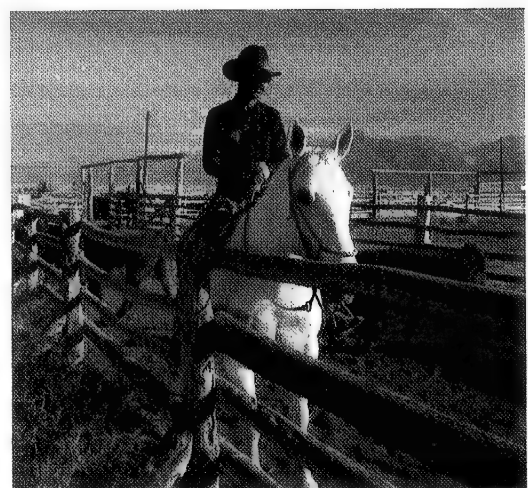
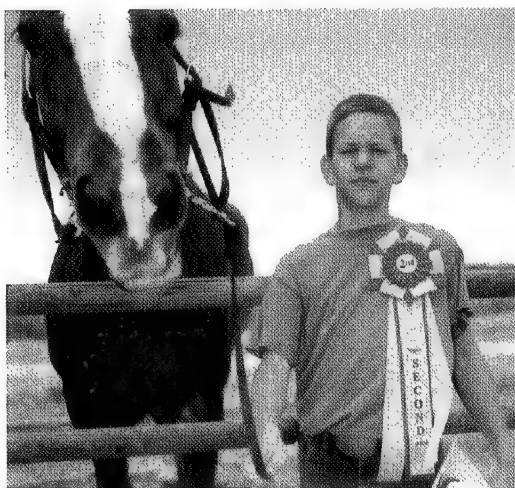


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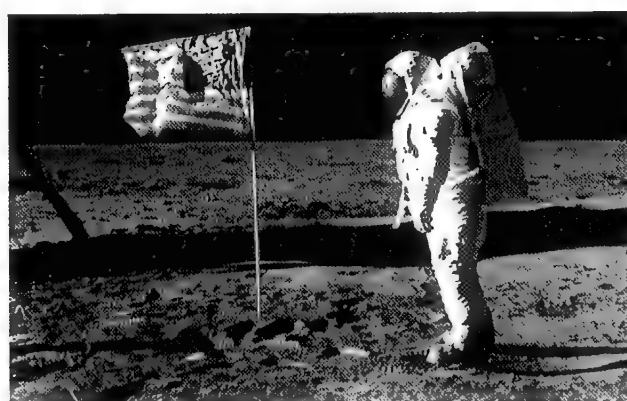
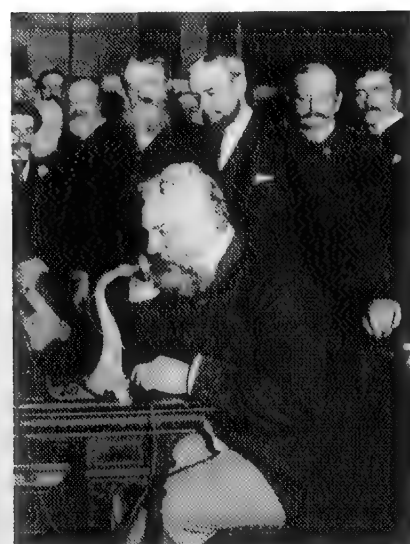


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**12A**

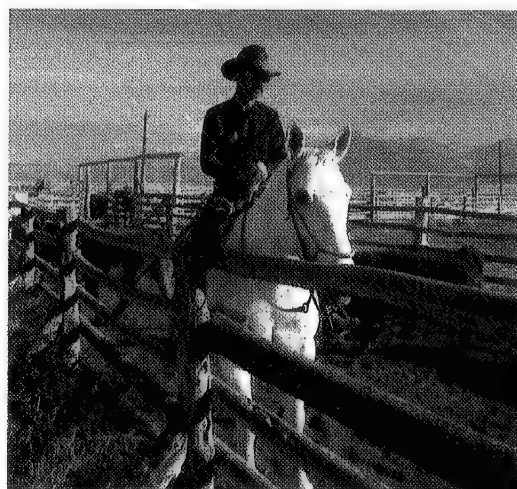
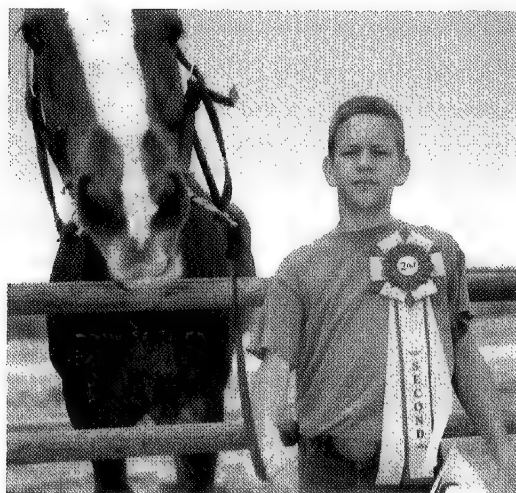


**C14**



*Visual materials for the Speaking test*

12B



C16



## PAPER 4 LISTENING (approximately 45 minutes)

### Part 1

You will hear someone giving a radio talk about postage stamps. For questions 1–8, complete the sentences.

You will hear the recording twice.

#### POSTAGE STAMPS

It would be wrong to think that stamps are

1

Stamps must stay on letters when machines move them at

2

The inks must not

3

people when handled.

The paper used for stamps feels

4

It is important that sheets of stamps

5

The acidity of the paper used must be

6

The Post Office produces

7

of special stamps for collectors.

The Post Office tries to avoid producing stamps which have quality or colour

8

Test 3

Part 2

You will hear an introduction to a radio phone-in programme about modern lifestyles. For questions 9–15, complete the sentences.

Listen very carefully as you will hear the recording **ONCE** only.

**MODERN LIFESTYLES**

In Australia, Ron Clarke worked as an

9

He manages a number of

10

He calls his approach to life

11

He has just finished

12

He thinks you can improve your lifestyle by making time for

13

Ron thinks it is a good idea to go out in the

14

He also thinks it is a bad idea to go on

15

**Part 3**

You will hear an interview with an engineer called Roger Moffat, whose working life has changed dramatically over the last ten years. For questions **16–22**, choose the correct answer **A, B, C** or **D**.

You will hear the recording twice.

- 16** The interviewer says that Roger is the kind of person who  
**A** is reluctant to try something different.  
**B** does not want to spend his money.  
**C** enjoys entertaining others.  
**D** is happy to reveal the tricks of his trade.
- 17** How did Roger feel initially about what happened ten years ago?  
**A** angry  
**B** resigned  
**C** depressed  
**D** disinterested
- 18** Roger regards his early days in business as  
**A** frustrating.  
**B** demanding.  
**C** irrelevant.  
**D** boring.
- 19** What does Roger feel is the greatest benefit of running his own business?  
**A** He arranges his free time as he pleases.  
**B** He gets on better with other people.  
**C** He has more leisure time than before.  
**D** He is free of an environment he disliked.
- 20** What is Roger's attitude towards his future?  
**A** He considers his position to be no less secure than before.  
**B** He thinks he'll be more vulnerable than he used to be.  
**C** He'd feel financially more secure working for someone else.  
**D** He considers himself too old to change direction again.
- 21** Which description best sums up Roger's appraisal of engineers?  
**A** dedicated workers  
**B** creative artists  
**C** well-balanced realists  
**D** powerful leaders
- 22** What does Roger find most satisfying about the 'tools of his trade'?  
**A** They are intricate beyond belief.  
**B** They are the creations of colleagues.  
**C** They are theoretical in design.  
**D** They are exciting to contemplate.

## Part 4

You will hear five short extracts in which different people give their views on what they like to read when they go on holiday. Each extract has two questions. For questions 23–32, choose the correct answer A, B or C.

You will hear the recording **twice**.

### Speaker 1

- 23 The first speaker now reads books which  
 A may impress other people.  
 B help pass the time.  
 C remind him of his country.
- 24 He thinks that holiday reading should be  
 A serious and short.  
 B easy to read.  
 C long and absorbing.

### Speaker 2

- 25 The second speaker reads books which  
 A make him think of home.  
 B help him relax.  
 C offer an alternative to everyday life.
- 26 In airports, this speaker finds  
 A it's difficult to concentrate.  
 B you can't buy anything worth reading.  
 C it's good to have a book if you're delayed.

### Speaker 3

- 27 The third speaker reads books which  
 A help learn a foreign language.  
 B remind her of home.  
 C inform her about places she visits.
- 28 She finds that  
 A books can be comforting.  
 B the journey home is always harder.  
 C books can help you make friends.

### Speaker 4

- 29 The fourth speaker reads books which  
 A remind him of people he's met.  
 B make a change from his work.  
 C are set somewhere he doesn't know.
- 30 His work involves  
 A a lot of travel.  
 B studying classical literature.  
 C looking out for new words.

### Speaker 5

- 31 The fifth speaker reads books which  
 A offer an escape from everyday life.  
 B surprise other people.  
 C are set somewhere she doesn't know.
- 32 She thinks a book can  
 A be better than a holiday.  
 B be a substitute for a holiday.  
 C make a big difference to a holiday.



## **PAPER 5 SPEAKING (15 minutes)**

There are two examiners. One (the Interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the Assessor) is introduced to you, but then takes no further part in the interaction.

### **Part 1 (3 minutes)**

The Interlocutor first asks you and your partner a few questions. You are then asked to find out some information about each other, on topics such as hobbies, interests, future plans, etc. You are then asked further questions by the Interlocutor.

### **Part 2 (4 minutes)**

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The Interlocutor gives you a set of pictures and asks you to talk about them for about one minute. It is important to listen carefully to the Interlocutor's instructions. The Interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the Interlocutor asks you a question about your partner's pictures and you respond briefly.

### **Part 3 (approximately 4 minutes)**

In this part of the test you and your partner are asked to talk together. The Interlocutor places a new set of pictures on the table between you. This stimulus provides the basis for a discussion. The Interlocutor explains what you have to do.

### **Part 4 (approximately 4 minutes)**

The Interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

# Test 4

## PAPER 1 READING (1 hour 15 minutes)

### Part 1

Answer questions 1–15 by referring to the magazine article on page 83 about leadership at work. Indicate your answers **on the separate answer sheet**.

For questions 1–15, answer by choosing from the sections of the article (A–F) on page 83. Some of the choices may be required more than once.

#### In which section of the article are the following mentioned?

- |  |          |
|--|----------|
| deciding to let other people take charge             | 1 .....  |
| sounding as if you mean what you say                 | 2 .....  |
| not feeling valued in your place of work             | 3 .....  |
| knowing when it is best not to consult others        | 4 .....  |
| having the same positive feelings as others          | 5 .....  |
| considering your professional future                 | 6 .....  |
| wanting to work within certain limits                | 7 .....  |
| being unaware of your capabilities                   | 8 .....  |
| being prepared to be unpopular                       | 9 .....  |
| realising how leadership may apply to your situation | 10 ..... |
| being unfairly blamed                                | 11 ..... |
| being forced to make a big effort                    | 12 ..... |
| being able to turn failure into success              | 13 ..... |
| achieving more than you set out to do                | 14 ..... |
| paying attention to other people's opinions          | 15 ..... |

# CAREER POWER

*Get the leading edge – motivate yourself to take full control at work.*

- A** What makes a good leader? A leader is one who inspires, an agent of change, a developer who shows the way forward. Leadership is not about breeding or height – taller being better, as the early theorists believed. It's not simply about intelligence, either. Pat Dixon, author of the book *Making the Difference: Women and Men in the Workplace*, says that leadership is about 'making things happen through people who are as enthusiastic and interested as you are'.
- Enthusiasm is a key element and, to convey it and encourage it in others, a good leader should be able to speak out articulately and with conviction. 'It's having the confidence to say "I believe" instead of "I think",' maintains Dixon.
- B** John van Maurik, director of a *Leadership in Management* course, says, 'Most people have a far greater potential for leadership than they realise. The process of becoming a leader is recognising those latent talents, developing them and using them.'
- In one sense, we are all born leaders – we just need the right circumstances in which to flourish. While it's quite easy to recognise leadership in the grand sense – be it in the form of figures like Emmeline Pankhurst, Mahatma Gandhi or even Richard Branson – it may be more difficult to relate it to our own workplace. And yet this quality is now regarded as the cornerstone of effective management.
- C** Consider the best and worst boss you've ever had. They may have been equally good at setting objectives, meeting deadlines and budgets. But what about how they achieved them? The best leader will have motivated you, and may have driven you hard. But he would have also given you support. The worst leader would have made you feel like a small cog in the corporate machinery and kept information from you, and then when things went wrong would have reacted as if it were your fault. The first led (very well); the second simply managed (very badly).
- D** Leaders and managers can be seen as different animals. Managers tend to enjoy working according to set boundaries. Leaders create their own horizons. 'A good manager can keep even an inefficient company running relatively smoothly,' writes Micheal Shea, the author of *Leadership Rules*. 'But a good leader can transform a demoralised organisation – whether it's a company, a football team or a nation.'
- E** Whether you're the boss or a middle manager, you can benefit from improving your leadership skills. There are definite lessons to be learnt:
- Leadership is something we do best when we *choose* to do it. So find out where your passions and convictions lie. Next time you feel inspired to lead, harness the energy it gives you and act on it.
  - Start *thinking* of yourself as a leader. Your ability to lead is a powerful part of you. Recognise it.
  - Collaboration can be fine, but there will be times when firm leadership is required. Experiment with your style. If you are a natural transactor, try being the negotiator. If you always ask for the views of others, try taking the lead. Watch how the outcome is changed by this change in you.
  - You have to set goals, then beat them. Look at the demands of your job and define those where being a leader will greatly enhance your effectiveness and career prospects.
- F**
- Leadership does not simply happen. It can only develop from actually taking the lead, from taking risks and learning from mistakes. Learn how to delegate and motivate; organise and chastise; praise and raise.
  - Don't assume that your way of leading will immediately win over colleagues. It may even alienate them. Keep working on your communication skills. *You* don't have to be liked – but your ideas and accomplishments *do*.
  - Be visible and accessible to those who are important. But bear in mind that it can lend mystique to maintain a distance.
  - You don't have to lead all the time. Be clear on where your contribution is vital and how you can help others to develop as leaders.

## Part 2

For questions 16–22, choose which of the paragraphs A–H on page 85 fit into the numbered gaps in the following newspaper article. There is one extra paragraph, which does not fit in any of the gaps. Indicate your answers on the separate answer sheet.

## SCIENCE FLYING IN THE FACE OF GRAVITY

*Journalist Tom Mumford joins students using weightlessness to test their theories.*

It looked like just another aircraft from the outside. The pilot told his young passengers that it was built in 1964, a Boeing KC-135 refuelling tanker, based on the Boeing 707 passenger craft.

16

There were almost no windows, but it was eerily illuminated by lights along the padded walls. Most of the seats had been ripped out, apart from a few at the back, where the pale-faced, budding scientists took their places with the air of condemned men.

17

Those with the best ideas won a place on this unusual flight, which is best described as the most extraordinary roller-coaster ride yet devised. For the next two hours the Boeing's flight would resemble that of an enormous bird which had lost its reason, shooting upwards towards the heavens before hurtling towards Earth.

18

In the few silent seconds between ascending and falling, the aircraft and everything inside it become weightless, and the 13 students would, in theory, feel themselves closer to the moon than the Earth. The aircraft took off smoothly enough, but any lingering illusions the young scientists and I had that we were on anything like a scheduled passenger service were quickly dispelled when the pilot put the Boeing into a 45-degree climb which lasted around 20 seconds. The engines strained wildly, blood drained from our heads, and bodies were scattered across the cabin floor.

19

We floated aimlessly; the idea of going anywhere was itself confusing. Left or right, up or down, no longer had any meaning. Only gravity, by rooting us somewhere, permits us to appreciate the possibility of going somewhere else.

20

Our first curve completed, there were those who turned green at the thought of the 29 to follow. Thirty curves added up to ten minutes 'space time' for experiments and the Dutch students were soon studying the movements of Leonardo, their robotic cat, hoping to discover how it is that cats always land on their feet.

21

Next to the slightly stunned acrobatic robocat, a German team from the University of Aachen investigated how the quality of joints in metal is affected by the absence of gravity, with an eye to the construction of tomorrow's space stations.

Another team of students, from Utah State University, examined the possibility of creating solar sails from thin liquid films hardened in ultra-violet sunlight. Their flight was spent attempting to produce the films under microgravity. They believe that once the process is perfected, satellites could be equipped with solar sails that use the sun's radiation just as a yacht's sails use the wind.

22

This was a feeling that would stay with us for a long time. 'It was an unforgettable experience,' said one of the students. 'I was already aiming to become an astronaut, but now I want to even more.'

- A** The intention was to achieve a kind of state of grace at the top of each curve. As the pilot cuts the engines at 3,000 metres, the aircraft throws itself still higher by virtue of its own momentum before gravity takes over and it plummets earthwards again.
- B** After two hours spent swinging between heaven and Earth, that morning's breakfast felt unstable, but the predominant sensation was exhilaration, not nausea.
- C** After ten seconds of freefall descent, the pilot pulled the aircraft out of its nose dive. The return of gravity was less immediate than its loss, but was still sudden enough to ensure that some of the students came down with a bump.
- D** At the appropriate moment the device they had built to investigate this was released, floating belly-up, and one of the students succeeded in turning it belly-down with radio-controlled movements. The next curve was nearly its last, however, when another student landed on top of it during a less well managed return to gravitational pull.
- E** For 12 months, they had competed with other students from across the continent to participate in the flight. The challenge, offered by the European Space Agency, had been to suggest imaginative experiments to be conducted in weightless conditions.
- F** It was at that point that the jury of scientists were faced with the task of selecting from these experiments. They were obviously pleased by the quality: 'We need new ideas and new people like this in the space sciences,' a spokesman said.
- G** Then the engines cut out and the transition to weightlessness was nearly instantaneous. For 20 seconds we conducted a ghostly dance in the unreal silence: the floor had become a vast trampoline, and one footstep was enough to launch us headlong towards the ceiling.
- H** But appearances were deceptive, and the 13 students from Europe and America who boarded were in for the flight of their lives. Inside, it had become a long white tunnel.

Part 3

Read the following newspaper article about a 'mystery visitor' who inspects hotels for a guide book, and answer questions 23–29 on page 87. On your answer sheet, indicate the letter A, B, C or D against the number of each question. Give only one answer to each question.

## The Hotel Inspector

*Sue Brown judges hotels for a living.  
Christopher Middleton watched her in action.*

One minute into the annual inspection and things are already going wrong for the Globe Hotel. Not that they know it yet. The receptionist reciting room rates over the phone to a potential guest is still blissfully unaware of the identity of the real guest she is doggedly ignoring. 'Hasn't even acknowledged us,' Sue Brown says out of the corner of her mouth. 'Very poor.' It is a classic arrival-phase error, and one that Sue has encountered scores of times in her 11 years as an inspector. 'But this isn't an ordinary three-star place,' she protests. 'It has three *red* stars, and I would expect better.'

To be the possessor of red stars means that the Globe is rated among the top 130 of the 4,000 listed in the hotel guide published by the organisation she works for. However, even before our frosty welcome, a chill has entered the air. Access from the car park has been via an unmanned door, operated by an impersonal buzzer, followed by a long, twisting, deserted corridor leading to the hotel entrance. 'Again, not what I had expected,' says Sue.

Could things get worse? They could. 'We seem to have no record of your booking,' announces the receptionist, in her best sing-song *how-may-I-help-you* voice.

It turns out that a dozen of the hotel's 15 rooms are unoccupied that night. One is on the top floor. It is not to the inspector's taste: stuffiness is one criticism, the other is a gaping panel at the back of the wardrobe, behind which is a large hole in the wall.

When she began her inspecting career, she earned an early reputation for toughness. 'The Woman in Black, I was known as,' she recalls, 'which was funny, because I never used to wear black. And I've never been too tough.' Not that you would know it the next morning when, after paying her bill, she suddenly reveals her identity to the Globe's general manager, Robin Greaves. From the look on his face, her arrival has caused terror.

Even before she says anything else, he expresses abject apologies for the unpleasant smell in the main lounge. 'We think there's a blocked drain there,' he sighs. 'The whole floor will probably have to come up.' Sue gently suggests that as well as sorting out the

plumbing, he might also prevail upon his staff not to usher guests into the room so readily. 'Best, perhaps, to steer them to the other lounge,' she says. Greaves nods with glum enthusiasm and gamely takes notes. He has been at the Globe for only five months, and you can see him struggling to believe Sue when she says that this dissection of the hotel can only be for the good of the place in the long run.

Not that it's all on the negative side. Singled out for commendation are Emma, the assistant manager, and Trudy, the young waitress, who dished out a sheaf of notes about the building's 400-year history. Dinner, too, has done enough to maintain the hotel's two-rosette food rating, thereby encouraging Greaves to push his luck a bit. 'So what do we have to do to get three rosettes?' he enquires. Sue's suggestions include: 'Not serve a pudding that collapses.' The brief flicker of light in Greaves' eyes goes out.

It is Sue Brown's unenviable job to voice the complaints the rest of us more cowardly consumers do not have the courage to articulate. 'Sometimes one can be treading on very delicate ground. I remember, in one case, a woman rang to complain I'd got her son the sack. All I could say was the truth, which was that he'd served me apple pie with his fingers.' Comeback letters involve spurious allegations of everything, from a superior attitude to demanding bribes. 'You come to expect it after a while, but it hurts every time,' she says.

Sue is required not just to relate her findings to the hotelier verbally, but also to send them a full written report. They are, after all, paying for the privilege of her putting them straight. (There is an annual fee for inclusion in the guide.) Nevertheless, being singled out for red-star treatment makes it more than worthwhile. So it is reassuring for Greaves to hear that Sue is not going to recommend that the Globe be stripped of its red stars. That is the good news. The bad is that another inspector will be back in the course of the next two months to make sure that everything has been put right. 'Good,' smiles Greaves unconvincingly. 'We'll look forward to that.'

- 23 When Sue Brown arrived at the hotel reception desk,
- A the receptionist pretended not to notice she was there.
  - B she was not surprised by what happened there.
  - C she decided not to form any judgements immediately.
  - D the receptionist was being impolite on the phone.
- 24 On her arrival at the hotel, Sue was dissatisfied with
- A the temperature in the hotel.
  - B the sound of the receptionist's voice.
  - C the position of the room she was given.
  - D the distance from the car park to the hotel.
- 25 What does the writer say about Sue's reputation?
- A It has changed.
  - B It frightens people.
  - C It is thoroughly undeserved.
  - D It causes Sue considerable concern.
- 26 When talking about the problem in the main lounge, Robin Greaves
- A assumes that Sue is unaware of it.
  - B blames the problem on other people.
  - C doubts that Sue's comments will be of benefit to the hotel.
  - D agrees that his lack of experience has contributed to the problem.
- 27 When Sue makes positive comments about the hotel, Robin Greaves
- A agrees with her views on certain members of his staff.
  - B becomes hopeful that she will increase its food rating.
  - C finds it impossible to believe that she means them.
  - D reminds her that they outweigh her criticisms of it.
- 28 Angry reactions to Sue's comments on hotels
- A are something she always finds upsetting.
  - B sometimes make her regret what she has said.
  - C are often caused by the fact that hotels have to pay for them.
  - D sometimes indicate that people have not really understood them.
- 29 When Sue leaves the hotel, Robin Greaves
- A is confident that the next inspection will be better.
  - B feels he has succeeded in giving her a good impression.
  - C decides to ignore what she has told him about the hotel.
  - D tries to look pleased that there will be another inspection.



**Part 4**

Answer questions **30–47** by referring to the magazine article about mountain climbing on pages **89–90**. Indicate your answers **on the separate answer sheet**.

For questions **30–47**, answer by choosing from the sections of the article (**A–G**) on pages **89–90**. Some of the choices may be required more than once.

**Note:** When more than one answer is required, these may be given in **any order**.

**In which section or sections are the following mentioned?**

- |   |                                 |
|---|---------------------------------|
| the established route up the mountain being crowded                           | <b>30</b> .....                 |
| the primary concern being to complete the climb without injury                | <b>31</b> .....                 |
| cautionary advice being given about particular dangers                        | <b>32</b> .....                 |
| the uplifting nature of the place   | <b>33</b> .....                 |
| the climbers being unable to find their way at the base of the mountain       | <b>34</b> .....                 |
| the writer joining a colleague's group of climbers                            | <b>35</b> .....                 |
| a particular mountaineering technique being pioneered on a new route          | <b>36</b> .....                 |
| reaching the summit more quickly than anticipated                             | <b>37</b> .....                 |
| a sudden decision to take a different route                                   | <b>38</b> ..... <b>39</b> ..... |
| the irrational behaviour of the writer's colleague                            | <b>40</b> .....                 |
| the ill effects of climbing at height being greater in that particular area   | <b>41</b> .....                 |
| the complete silence of the area  | <b>42</b> .....                 |
| the mistaken assumption that they had reached the top                         | <b>43</b> .....                 |
| the writer beginning to consider climbing all seven mountains                 | <b>44</b> .....                 |
| the journey to the region having a dual purpose                               | <b>45</b> .....                 |
| the disappointment felt at being unable to see the view from the mountain top | <b>46</b> .....                 |
| an attempt to make a charge for entering the area                             | <b>47</b> .....                 |



## Seven Up

Mountaineer Doug Scott shares with his readers the mystical experience of conquering the highest peak on each continent: the Seven Summits.

My quest to climb the Seven Summits came late in life. I will take them in the order of my climbing them.

### A Mt. Everest, Asia (8,848m)

We were in a snow cave 91m below the summit when my climbing partner, Dougal Haston, began a conversation with Dave Clark, our Equipment Officer, about the relative merits of various sleeping bags. I thought this was strange, as only Dougal and I were present. Putting this down to oxygen deprivation, I then found myself talking to my feet. Already the cold was getting into the balls of my feet and I recalled other climbers who had lost fingers and toes from frostbite. It wasn't survival that was worrying us so much as the *quality* of our survival.

Over the next two days I relived our time spent on the summit ridge. I realised that I couldn't have been there with a better man than Dougal Haston. He inspired great confidence in me and by now I was climbing with a calm presentiment that somehow or other it was all going to work out. I realised I had to get a better rhythm going in order to reach the summit – which is what I did.

### B Mt. McKinley, North America (6,194m)

This mountain is regarded as the most treacherous in the world. In April 1976 Dougal and I arrived at the Kahiltna Glacier and spent four days humping equipment and food up to the base. Only after the first day of climbing did we realise the enormity of our undertaking. On the lower face we followed a route put up in 1967, but at half height we pursued a new route, as planned, heading directly for the upper snow basin and the summit. We decided to climb 'alpine style', with our equipment and food on

our backs. It would be the first time a major new route had been climbed here in such a way.

We climbed up the compressed snow of an avalanche scar to camp under a rocky cliff and by the third day my sleeping bag was sodden. We spent the third night on a windswept ridge; by now we were both suffering. Mt. McKinley, because the air pressure in the polar regions is lower, has an impact on the body out of all proportion to its altitude. It seemed to us that we were up at around 7,000m, instead of 6,100m. We packed our bags and finally staggered onto the summit and down the other side, triumphant.

### C Kilimanjaro, Africa (5,895m)

In September 1976, Paul Braithwaite and I flew to Nairobi with the intention of climbing Mt. Kenya. It was through the unexpected offer of a free ride to the Tanzanian side of Kilimanjaro that we came to climb Africa's highest mountain.

On our approach we got ourselves lost in the dense jungles of the lower slopes. Our situation became serious because water is scarce. On the second day we came across luminous arrows painted on trees and a trail of rubbish which brought us to a rock pool. Never before had I been so pleased to find rubbish on a mountain.

We attempted a direct start to the breach wall, which is a 305m-high icicle. After a deluge of falling rock and ice we prudently retired and opted instead for the Umbwe route to gain the surrealistic summit.

### D Aconcagua, South America (6,960m)

The original and now standard route up Aconcagua is little more than a walk. In January 1992, I arrived with my wife, Sharu, at Punta del Inca and was pleasantly surprised to meet fellow

mountaineer and guide, Phil Erscheler. He was taking a party up the mountain via the Polish Glacier, away from the busy standard route, and suggested that we go with them.

After three days of sitting out bad weather, we left base camp. The Polish Glacier stretching up to the summit had been swept by vicious winds and glistened with pure ice. With a time limit to get back to Buenos Aires for our flight, we decided to miss out on the glacier. Instead we went across the north ridges towards the standard route and joined the large number of people wandering along the path. The wind was strong as we walked the last few metres to the summit and just before it got dark we camped outside the refuge.

Back at base camp we met eight members of the Jakarta Mountaineering Club. They were planning to climb the Seven Summits and felt, when they learnt that I had already climbed four, that I should do the same. This was the first time I had seriously thought about such goal-orientation – something I had previously tried to avoid.

#### **E Vinson Massif, Antarctica (4,897m)**

When I learnt that climbing Vinson Massif was just a matter of guiding enough people in order to finance the cost of getting there, attempting all of the Seven Summits became a reality. Our team left Britain towards the end of November 1992 and travelled the thousands of kilometres to the South Pole. At this time of the year the sun is always well above the horizon, throughout the day and 'night', and when the wind stops blowing it is utterly quiet. As in other polar regions, in the keen, clean air, there is such an invigorating atmosphere that the spirits are raised just by being there. On December 7 we left camp and headed off towards the summit. Against expectations, with winds gusting at

around 80 kms per hour and temperatures below minus 50°C, we all got to the top within 8 hours. Our elation was somewhat tempered by visibility being down to just a few metres in the storm.

#### **F Elbrus, Europe (5,633m)**

Our team assembled in St Petersburg during the early summer of 1994. On our arrival at the settlement of Terskol, beneath Elbrus, a commission was demanded from our guide for bringing foreigners into the valley, though this was later waived.

After a few days' acclimatising, the group set off up Elbrus by cableway to 3,900m. From there we walked to the refuge at 4,200m. Two days later, the wind buffeted us as we crossed open slopes, some of them glassy ice. By mid-afternoon we reached what we thought was the summit. But we found there was another kilometre-long ridge to the actual summit. As night fell, we returned to the refuge and the next day descended this, fortunately extinct, volcano.

#### **G Carstensz Pyramid, Australasia (4,883m)**

On our expedition to Carstensz we hoped not only to establish a new route but to spend as much time as possible with the aboriginal Dani people. The largest gold mine in the world is cutting into the mountain, regarded as sacred by the local tribespeople.

We had been warned that we might be taken hostage or even killed by bandits but, undeterred, we left our hut by mid-morning and walked down winding lanes towards the jungle. On May 12 we started climbing. The weather improved and two of the team hared ahead. We were slower, since Sharu was filming. Climbing in rock shoes, we reached the summit by 11 am.

I was given a standing ovation on this, my seventh summit. Mission accomplished!

## PAPER 2 WRITING (2 hours)

### Part 1

- 1 You are staying in Britain and in your free time you help a charity organisation which raises money for the local hospital. You and your friend, Maria, recently helped at a fund-raising day for this charity. Your friend has seen a newspaper report about the day, which she has sent to you because she feels it is inaccurate.

Read the newspaper report, on which your friend has made some notes, the letter from your friend, and the Distribution of Income pie chart you have prepared. Then, **using the information appropriately**, write a letter to the editor of the newspaper, giving the correct version of events and asking for an apology.

### WASHOUT FOR CHARITY DAY

The charity day held in Cooper's Park on Saturday was not the success that the organisers had hoped for. To begin with, only 34 of the promised 45 stalls were there, so many visitors were disappointed. Then, the dance display and horse show were ruined by a sudden downpour of rain leaving many of the spectators cold and wet!

We only  
said 35

No! small  
shower, actually

All this meant that the organisers did not reach their target figure and the hospital has lost out. It also seems that the cost of organising the day was so high that less than 60% of the money raised will go to the hospital.

wrong

not true – you  
have the chart,  
don't you?

Clearly, events like this need more careful planning in the future.

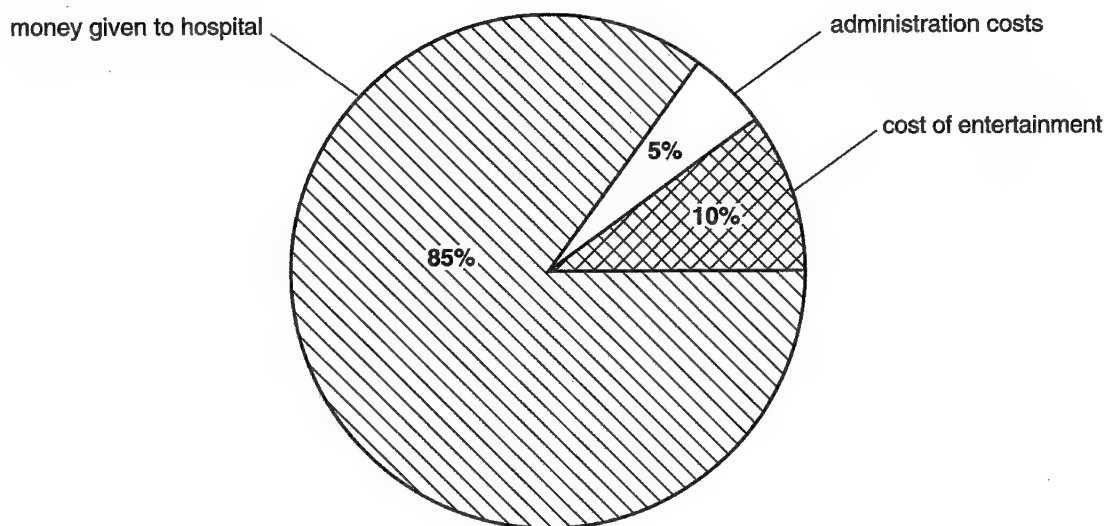
*I have already written to the newspaper, but could you write as well as you were also at the day. They need to be told the true version. I really think they should apologise – in print! Bad publicity like this won't help the hospital.*

Love,  
Maria

Test 4

### CHARITY DAY RESULTS

Distribution of Income



Now write your **letter** to the editor of the newspaper (approximately 250 words). You do not need to include postal addresses. You should use your own words as far as possible.

**Part 2**

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately 250 words.

- 2** An international magazine has asked its readers to send in a review of **two** different computer games. Write a review for the magazine in which you compare and contrast **two** different computer games, commenting on the following points:

- graphics and visuals
- the appeal of each game
- value for money.

Write your **review**.

- 3** You see this competition in an international magazine.

If you were able to travel back to any place and time in history, where and when would you choose?

Describe what you might experience and tell us why you would choose this particular place and time.

The most interesting entry will be published in the next issue.

Write your **competition entry**.

- 4** You see the following announcement in an international motoring magazine.

**HOW TO PASS YOUR DRIVING TEST**

We would like our readers around the world to share their ideas and experiences. Write us an article suggesting how best to prepare for a driving test, and saying what you should or should not do on the day of the test itself.

Write your **article**.

- 5** Your department recently put in a request for more office equipment, and received the following memo from the Managing Director.

Re: your request for office equipment

I need more information before I can make a decision. Could you write me a report stating what the limitations are of the equipment you currently use, and saying how this additional investment would improve your department's performance.

Write your **report**.

# PAPER 3 ENGLISH IN USE (1 hour 30 minutes)

## Part 1

For questions 1–15, read the text below and then decide which word on page 95 best fits each space. Put the letter you choose for each question in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |   |   |
|---|---|---|
| 0 | B | 0 |
|---|---|---|

### UNIVERSAL WET WEEKEND

The weather across much of the British Isles (0) ..... settled last week, with a good (1) ..... of sunshine. On Saturday, the lunchtime temperature at Bridlington on the north-east (2) ..... of England was 28.2°C, which compared favourably with Alicante in southern Spain at 29°C. The (3) ..... of the world, however, was coping with some (4) ..... conditions. A tropical storm, given the name Helen, hit Hong Kong on Saturday morning, though her presence had been (5) ..... in advance. From noon on Friday, the showers and (6) ..... of rain became more and more frequent so that by midnight on Sunday, thirty-six hours (7) ..... , there had been 333 mm of rainfall, not far off the (8) ..... for the month of August, at 367 mm. Even on Sunday there was a (9) ..... in Helen's tail. The town centre of Shanwei, near Hong Kong, was (10) ..... when 468 mm of rain fell in the sixty hours leading up to midday on Sunday, (11) ..... twice the normal August rainfall. On the other (12) ..... of the globe, tropical storm Gabrielle moved across the Gulf of Mexico and overnight rain (13) ..... the usual rainfall for the (14) ..... month. Although most of Europe enjoyed sun, the high temperatures were sufficient to set off some (15) ..... showers. On Tuesday morning, a thunderstorm at Lyons in eastern France deposited 99 mm of rain in just six hours.

- |               |                   |              |               |
|---------------|-------------------|--------------|---------------|
| 0 A kept      | <b>B</b> remained | C lasted     | D held        |
| 1 A extent    | B quantity        | C proportion | D deal        |
| 2 A shore     | B coast           | C sands      | D beach       |
| 3 A residue   | B remnant         | C rest       | D remains     |
| 4 A extreme   | B extravagant     | C excessive  | D exaggerated |
| 5 A waited    | B found           | C felt       | D warned      |
| 6 A outbursts | B outbreaks       | C outputs    | D outlets     |
| 7 A after     | B plus            | C later      | D more        |
| 8 A general   | B standard        | C medium     | D average     |
| 9 A sting     | B prick           | C stab       | D poke        |
| 10 A drowned  | B flooded         | C immersed   | D overflowed  |
| 11 A only     | B fairly          | C hardly     | D nearly      |
| 12 A section  | B side            | C face       | D part        |
| 13 A overtook | B exceeded        | C passed     | D beat        |
| 14 A total    | B sole            | C single     | D whole       |
| 15 A huge     | B weighty         | C heavy      | D strong      |



## Part 2

For questions 16–30, complete the following article by writing each missing word in the correct box on your answer sheet. Use only one word for each space. The exercise begins with an example (0).

Example: 

|   |    |   |
|---|----|---|
| 0 | of | 0 |
|---|----|---|

### Travelling through Norway

The final part (0) ..... our journey started at Gudbrandsdalen, said by many to be the most beautiful of (16) ..... the valleys in Norway. (17) ..... was a wonderful landscape, the more so (18) ..... being dotted with centuries-old wooden farmhouses, scrupulously maintained in their original condition. At Ringebru the view broadened out and the first high peaks and glaciers came (19) ..... view. This view continued to dominate the trip as the train passed through the little village of Dovre, at the foot of the mountains which give this railway (20) ..... name – the Dovre Line. The village lies close (21) ..... the pretty village of Dombas, where the track divides. We were heading north, travelling (22) ..... a pass and descending into country (23) ..... was now more tundra-like, (24) ..... only occasional birch trees and mountain huts. From time to time we saw (25) ..... lone skier, and once we spotted a man fishing through a hole drilled in the ice. That made us think of food and we made (26) ..... way to the restaurant car. We continued through the tundra, the snow sometimes broken (27) ..... tracks of elk or reindeer. Although we were not lucky (28) ..... to see any, we (29) ..... see a pair of arctic hares later on. In no time at all, we found we (30) ..... arrived in Trondheim.

## Part 3

In **most** lines of the following text, there is **one** unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line **31–46**, find this word and then write it in the box on your answer sheet. **Some lines are correct.** Indicate these lines with a tick (✓) in the box. The exercise begins with two examples (0) and (00).

Examples:

|    |           |    |
|----|-----------|----|
| 0  | <i>of</i> | 0  |
| 00 | ✓         | 00 |

## All-news Radio

- 0 In 1961, an eccentric but inspired American entrepreneur named of Gordan  
 00 McLendon carried out an experiment that involved beaming a high-powered  
 31 signal from Tijuana, Mexico to Los Angeles. Unlike any one other existing  
 32 radio station, McLendon's English-language station promised to provide for  
 33 nothing but news. Today, most US cities have at least one all-news radio  
 34 station. The largest cities have several in a competition and all of them follow  
 35 a similar pattern: headlines, sports, traffic, weather and business news, all  
 36 which delivered two or three times an hour. The statistics on all-news radio  
 37 are intriguing. Few Americans under 35 listen to news radio and the majority  
 38 of listeners are aged with 55 or over. Perhaps because of the popularity of  
 39 all-news TV stations, and at the expense of retaining large numbers of staff  
 40 such as reporters and presenters, the number of all-news radio stations is yet  
 41 declining in the US. But with the speed of communications are increasing,  
 42 the all-news radio format continues on to be one of the most profitable in the  
 43 US media business. One media critic has explained why its attraction in this  
 44 way: 'The main difference between the news services of radio, television and  
 45 newspapers is to do with the very immediacy of receiving the news item – on  
 46 the radio you can hear it now, on television you can see it just tonight, and  
 in the newspapers you can read it tomorrow.'

Part 4

For questions 47–61, read the two texts on pages 98 and 99. Use the words in the boxes to the right of the texts to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

|   |          |   |
|---|----------|---|
| 0 | artistic | 0 |
|---|----------|---|

BOOK EXTRACT

**Being a Theatre Director**

The director has overall responsibility for the (0) ..... side of a production and must conduct all the (47) ..... and keep an eye on all the backstage and technical departments involved.

Directors tend to have strong personalities and can be (48) ..... But the success or (49) ..... of a play is in their hands. It is their job to draw out the (50) ..... qualities in the actors in order to get the best (51) ..... from them. Some directors let actors decide on their own (52) ..... while others give detailed instructions as to how they want the parts to be played.

Some directors also take on (53) ..... duties, such as planning a season's programme and supervising the budget.

- (0) ART
- (47) REHEARSE
- (48) TEMPERAMENT
- (49) FAIL
- (50) IMAGINE
- (51) RESPOND
- (52) INTERPRET
- (53) MANAGER

**BOOK REVIEW**

**World of Knowledge**

This book breaks new ground in the (54) ..... method it uses to present information to the reader. The unique page design combines (55) ..... with an alphabetical reference section to provide an instant understanding of any topic, together with more in-depth treatment of the subject matter. At the foot of each page is a reference section, which gives articles which define or (56) ..... on the topic discussed. Within each reference section, the reader is directed to (57) ..... information through cross-referencing to other (58) ..... . The incomparable quality of the text and the (59) ..... of its presentation, ensure that this book can be read both for (60) ..... and for the most up-to-date (61) ..... of the subject.

- (54) DISTINCT
- (55) NARRATE
- (56) LARGE
- (57) FAR
- (58) ENTER
- (59) ORIGINAL
- (60) ENJOY
- (61) COVER

Part 5

For questions **62–74**, read the following letter from a Head of Department and use the information in it to complete the numbered gaps in the letter to a friend on page **101**. The words you need **do not** occur in the letter from the Head of Department. **Use no more than two words for each gap.** The exercise begins with an example (0).

Example: 

|   |               |   |
|---|---------------|---|
| 0 | <i>change</i> | 0 |
|---|---------------|---|

**LETTER FROM HEAD OF DEPARTMENT**

Thank you for your letter regarding your wish to transfer to another course. I am pleased that you have informed me at this early stage of your concerns, but am of the opinion that you should allow yourself more time. In my experience new students often suffer from homesickness, but this disappears within a short period. I advise you to continue on the same programme for another two weeks and at the same time make an appointment to see your personal tutor to discuss matters in detail.

Should you finally decide to apply for a new programme, acceptance is conditional not only on whether there is a vacancy on the course of your choice, but also on whether you meet the course entry requirements.

Finally, I would say that once a decision is made you should take prompt action by first obtaining a letter of approval from your personal tutor. Making such a transfer should present no difficulties provided that it is made during the first term.

## Part 6

For questions 75–80, read the following text and then choose from the list A–J given below the best phrase to fill each of the spaces. Write one letter (A–J) in the correct box on your answer sheet. Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.** The exercise begins with an example (0).

Example:

|   |   |   |
|---|---|---|
| 0 | J | 0 |
|---|---|---|

### The art of conversation in the UK

You're having lunch with a friend in one of your favourite places to eat, there's nothing novel about the surroundings or the events that unfold around you, (0) ..... This leaves you to concentrate on the conversation, (75) ....., from movies and restaurants to politics and relationships. It's the usual sort of conversation the two of you have (76) ..... But think about this: the two of you are able to talk continuously without ever giving a single thought to how you're able to do that.

Forget all the factors that might determine what you're going to discuss, like when you last got together (77) ..... Just think about the mechanics of the conversation: the way that you take turns – you talk, (78) ..... The most elementary aspect of a conversation is how these turns are taken but it is hard to say how this process actually works.

Obviously, you and your friend do take turns and those turns are beautifully choreographed. Long pauses are awkward, (79) ....., very few gaps will appear in this conversation. Instead, you finish speaking, (80) ....., your friend starts. Remember, in an hour-long lunch, that's a lot of precision switching back and forth. The puzzle is, how do the two of you manage it?

- A and the signals dictated by those rules
- B and there's little that's really surprising
- C and without giving you time for a breath
- D and how those topics are introduced
- E and you and your friend cover all the topics you normally do
- F and unless there's a great deal of strain in the relationship
- G and then your friend talks, then you, then your friend
- H and what's happening to both of you
- I and the signals that you are sending to each other
- J and you know the menu pretty well

## PAPER 4 LISTENING (approximately 45 minutes)

### Part 1

You will hear a talk on the radio given by an art teacher who became interested in making mosaics – designs made with small pieces of glass and stone. For questions 1–8, complete the sentences.

You will hear the recording twice.

| MOSAICS   |                                    |
|---|------------------------------------|
| The real experts in mosaics were                          | <input type="text"/> 1             |
| The greatest changes have occurred in the                 | <input type="text"/> 2 of mosaics. |
| Recently there was a possibility that mosaic-making would | <input type="text"/> 3             |
| To make mosaics, people must have enough                  | <input type="text"/> <i>and</i> 4  |
| Most students come to a                                   | <input type="text"/> 5             |
| Making mosaics can be compared to doing                   | <input type="text"/> 6             |
| Mosaics are even appearing on                             | <input type="text"/> 7             |
| Once they are finished, mosaics continue to               | <input type="text"/> 8             |
|   | for a long time.                   |



Part 2

You will hear part of a radio programme in which someone is talking about summer courses at colleges and universities in Britain. For questions 9–16, complete the sentences.

Listen very carefully as you will hear the recording **ONCE** only.

**SUMMER COURSES**

The minimum length of a course is

 9

One advantage is that students can study until late in

 10

For students on intensive courses

 11 is provided.

Some students may consider the fully residential courses too

 12

The universities involved in the *Summer Academy* try to make full use of their

 13

On a few courses it is possible to receive

 14

One student's initial reason for going on a course was

 15

The student has now become a

 16

Part 3

You will hear part of a radio programme in which two people, Sally White and Martin Jones, are discussing the popularity of audio books (books recorded on tape), and the problems involved with abridging books before taping them. For questions 17–24, choose the correct answer A, B, C or D.

You will hear the recording twice.

17 Sally thinks that most people listen to audio books

- A on the way to work.
- B when they're with their children.
- C when they're doing housework.
- D before they go to sleep.

18 Sally feels that the main advantage of audio books is that they

- A encourage children to read more.
- B make more books accessible to children.
- C save parents from having to read to children.
- D are read by experienced actors.

19 What does Martin say about the woman in the shop?

- A She no longer worries about long journeys.
- B Her children used to argue about what to listen to.
- C She no longer takes her children to France.
- D Her children don't like staying in hotels.

20 In the United States there is a demand for audio books because people there

- A were the first to obtain audio books.
- B have to drive long distances.
- C are used to listening to the spoken word on the radio.
- D feel that they do not have time to read books.

21 Authors may record their own books on tape if

- A their book has just been published.
- B they want it read a certain way.
- C they have already read extracts from it aloud.
- D there are no suitable actors available.

22 According to Sally, successful abridgements depend on

- A their closeness to the original.
- B the length of the original.
- C the style of the author.
- D the type of story.

23 Martin feels that unabridged versions

- A are better than abridgements.
- B can be too expensive.
- C are becoming more popular.
- D contain too much detail.

24 Books are not commissioned specifically for the audio market because

- A writers are too busy working for the BBC.
- B such books have failed in the past.
- C people only want familiar stories.
- D there are not enough people buying audio books.

Test 4

Part 4

You will hear five short extracts in which different people are talking about the importance of eating breakfast.

You will hear the recording twice. While you listen you must complete both tasks.

TASK ONE

For questions 25–29, match the extracts with the speakers, listed A–H.

A stewardess

B swimmer

C researcher

D doctor

E train driver

F journalist

G athlete

H teacher

Speaker 1

|  |    |
|--|----|
|  | 25 |
|--|----|

Speaker 2

|  |    |
|--|----|
|  | 26 |
|--|----|

Speaker 3

|  |    |
|--|----|
|  | 27 |
|--|----|

Speaker 4

|  |    |
|--|----|
|  | 28 |
|--|----|

Speaker 5

|  |    |
|--|----|
|  | 29 |
|--|----|

TASK TWO

For questions 30–34, match the extracts with the comments, listed A–H.

A My job makes breakfast impossible.

B My advice is for adults.

C My ideas are original.

D My routine surprises people.

E My planning is worth it.

F My work is respected.

G My advice keeps changing.

H My experience supports a theory.

Speaker 1

|  |    |
|--|----|
|  | 30 |
|--|----|

Speaker 2

|  |    |
|--|----|
|  | 31 |
|--|----|

Speaker 3

|  |    |
|--|----|
|  | 32 |
|--|----|

Speaker 4

|  |    |
|--|----|
|  | 33 |
|--|----|

Speaker 5

|  |    |
|--|----|
|  | 34 |
|--|----|

## **PAPER 5 SPEAKING (15 minutes)**

There are two examiners. One (the Interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the Assessor) is introduced to you, but then takes no further part in the interaction.

### **Part 1 (3 minutes)**

The Interlocutor first asks you and your partner a few questions. You are then asked to find out some information about each other, on topics such as hobbies, interests, future plans, etc. You are then asked further questions by the Interlocutor.

### **Part 2 (4 minutes)**

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The Interlocutor gives you a set of pictures and asks you to talk about them for about one minute. It is important to listen carefully to the Interlocutor's instructions. The Interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the Interlocutor asks you a question about your partner's pictures and you respond briefly.

### **Part 3 (approximately 4 minutes)**

In this part of the test you and your partner are asked to talk together. The Interlocutor places a new set of pictures on the table between you. This stimulus provides the basis for a discussion. The Interlocutor explains what you have to do.

### **Part 4 (approximately 4 minutes)**

The Interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

[illegible]


|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

A hand holding a pencil points to the letter 'C' on a ruler. The ruler has markings for 0, A, B, C, E, F, G, H, and I. The letter 'C' is underlined.

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 1  | A | B | C | D | E | F | G | H | I |
| 2  | A | B | C | D | E | F | G | H | I |
| 3  | A | B | C | D | E | F | G | H | I |
| 4  | A | B | C | D | E | F | G | H | I |
| 5  | A | B | C | D | E | F | G | H | I |
| 6  | A | B | C | D | E | F | G | H | I |
| 7  | A | B | C | D | E | F | G | H | I |
| 8  | A | B | C | D | E | F | G | H | I |
| 9  | A | B | C | D | E | F | G | H | I |
| 10 | A | B | C | D | E | F | G | H | I |
| 11 | A | B | C | D | E | F | G | H | I |
| 12 | A | B | C | D | E | F | G | H | I |
| 13 | A | B | C | D | E | F | G | H | I |
| 14 | A | B | C | D | E | F | G | H | I |
| 15 | A | B | C | D | E | F | G | H | I |
| 16 | A | B | C | D | E | F | G | H | I |
| 17 | A | B | C | D | E | F | G | H | I |
| 18 | A | B | C | D | E | F | G | H | I |
| 19 | A | B | C | D | E | F | G | H | I |
| 20 | A | B | C | D | E | F | G | H | I |

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 21 | A | B | C | D | E | F | G | H | I |
| 22 | A | B | C | D | E | F | G | H | I |
| 23 | A | B | C | D | E | F | G | H | I |
| 24 | A | B | C | D | E | F | G | H | I |
| 25 | A | B | C | D | E | F | G | H | I |
| 26 | A | B | C | D | E | F | G | H | I |
| 27 | A | B | C | D | E | F | G | H | I |
| 28 | A | B | C | D | E | F | G | H | I |
| 29 | A | B | C | D | E | F | G | H | I |
| 30 | A | B | C | D | E | F | G | H | I |
| 31 | A | B | C | D | E | F | G | H | I |
| 32 | A | B | C | D | E | F | G | H | I |
| 33 | A | B | C | D | E | F | G | H | I |
| 34 | A | B | C | D | E | F | G | H | I |
| 35 | A | B | C | D | E | F | G | H | I |
| 36 | A | B | C | D | E | F | G | H | I |
| 37 | A | B | C | D | E | F | G | H | I |
| 38 | A | B | C | D | E | F | G | H | I |
| 39 | A | B | C | D | E | F | G | H | I |
| 40 | A | B | C | D | E | F | G | H | I |

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 41 | A | B | C | D | E | F | G | H | I |
| 42 | A | B | C | D | E | F | G | H | I |
| 43 | A | B | C | D | E | F | G | H | I |
| 44 | A | B | C | D | E | F | G | H | I |
| 45 | A | B | C | D | E | F | G | H | I |
| 46 | A | B | C | D | E | F | G | H | I |
| 47 | A | B | C | D | E | F | G | H | I |
| 48 | A | B | C | D | E | F | G | H | I |
| 49 | A | B | C | D | E | F | G | H | I |
| 50 | A | B | C | D | E | F | G | H | I |
| 51 | A | B | C | D | E | F | G | H | I |
| 52 | A | B | C | D | E | F | G | H | I |
| 53 | A | B | C | D | E | F | G | H | I |
| 54 | A | B | C | D | E | F | G | H | I |
| 55 | A | B | C | D | E | F | G | H | I |
| 56 | A | B | C | D | E | F | G | H | I |
| 57 | A | B | C | D | E | F | G | H | I |
| 58 | A | B | C | D | E | F | G | H | I |
| 59 | A | B | C | D | E | F | G | H | I |
| 60 | A | B | C | D | E | F | G | H | I |

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  <b>UNIVERSITY of CAMBRIDGE</b><br><b>ESOL Examinations</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Candidate Name**  
 If not already printed, write name  
 in CAPITALS and complete the  
 Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Centre No.**

**Candidate No.**

**Examination  
Details**

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is **ABSENT** or has **WITHDRAWN** shade here ☐

|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

### Candidate Answer Sheet

Use a **PENCIL** (B or HB). Rub out any answer you wish to change with an eraser.

For **Parts 1 and 6:**

Mark **ONE** letter for each question.

For example, if you think **B** is the right answer to  
 the question, mark your answer sheet like this:

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | A | B | C | D |
|---|---|---|---|---|

For **Parts 2, 3, 4 and 5:**

Write your answers in the spaces next to the  
 numbers like this:

|   |         |
|---|---------|
| 0 | example |
|---|---------|

| Part 1 |   |   |   |   |
|--------|---|---|---|---|
| 1      | A | B | C | D |
| 2      | A | B | C | D |
| 3      | A | B | C | D |
| 4      | A | B | C | D |
| 5      | A | B | C | D |
| 6      | A | B | C | D |
| 7      | A | B | C | D |
| 8      | A | B | C | D |
| 9      | A | B | C | D |
| 10     | A | B | C | D |
| 11     | A | B | C | D |
| 12     | A | B | C | D |
| 13     | A | B | C | D |
| 14     | A | B | C | D |
| 15     | A | B | C | D |

| Part 2 |  | Do not<br>write here |
|--------|--|----------------------|
| 16     |  | 1 16 0               |
| 17     |  | 1 17 0               |
| 18     |  | 1 18 0               |
| 19     |  | 1 19 0               |
| 20     |  | 1 20 0               |
| 21     |  | 1 21 0               |
| 22     |  | 1 22 0               |
| 23     |  | 1 23 0               |
| 24     |  | 1 24 0               |
| 25     |  | 1 25 0               |
| 26     |  | 1 26 0               |
| 27     |  | 1 27 0               |
| 28     |  | 1 28 0               |
| 29     |  | 1 29 0               |
| 30     |  | 1 30 0               |

Turn  
over  
for  
Parts  
3 - 6  
→

Sample answer sheet: Paper 3

| Part 3 |  | Do not write here |
|--------|--|-------------------|
| 31     |  | 1 31 0            |
| 32     |  | 1 32 0            |
| 33     |  | 1 33 0            |
| 34     |  | 1 34 0            |
| 35     |  | 1 35 0            |
| 36     |  | 1 36 0            |
| 37     |  | 1 37 0            |
| 38     |  | 1 38 0            |
| 39     |  | 1 39 0            |
| 40     |  | 1 40 0            |
| 41     |  | 1 41 0            |
| 42     |  | 1 42 0            |
| 43     |  | 1 43 0            |
| 44     |  | 1 44 0            |
| 45     |  | 1 45 0            |
| 46     |  | 1 46 0            |

| Part 4 |  | Do not write here |
|--------|--|-------------------|
| 47     |  | 1 47 0            |
| 48     |  | 1 48 0            |
| 49     |  | 1 49 0            |
| 50     |  | 1 50 0            |
| 51     |  | 1 51 0            |
| 52     |  | 1 52 0            |
| 53     |  | 1 53 0            |
| 54     |  | 1 54 0            |
| 55     |  | 1 55 0            |
| 56     |  | 1 56 0            |
| 57     |  | 1 57 0            |
| 58     |  | 1 58 0            |
| 59     |  | 1 59 0            |
| 60     |  | 1 60 0            |
| 61     |  | 1 61 0            |

| Part 5 |  | Do not write here |
|--------|--|-------------------|
| 62     |  | 1 62 0            |
| 63     |  | 1 63 0            |
| 64     |  | 1 64 0            |
| 65     |  | 1 65 0            |
| 66     |  | 1 66 0            |
| 67     |  | 1 67 0            |
| 68     |  | 1 68 0            |
| 69     |  | 1 69 0            |
| 70     |  | 1 70 0            |
| 71     |  | 1 71 0            |
| 72     |  | 1 72 0            |
| 73     |  | 1 73 0            |
| 74     |  | 1 74 0            |

| Part 6 |   |   |   |   |   |   |   |   |   |
|--------|---|---|---|---|---|---|---|---|---|
| 75     | A | B | C | D | E | F | G | H | I |
| 76     | A | B | C | D | E | F | G | H | I |
| 77     | A | B | C | D | E | F | G | H | I |
| 78     | A | B | C | D | E | F | G | H | I |
| 79     | A | B | C | D | E | F | G | H | I |
| 80     | A | B | C | D | E | F | G | H | I |



[illegible]

If the candidate is **ABSENT** or has **WITHDRAWN** shade here ☐

|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

## A

A

A

or for Special arrangements:

5

M

Do not  
write here

**Continue here**

Do not  
write here

|    |  | WHITE TILES                |    |  | BLACK TILES                |
|----|--|----------------------------|----|--|----------------------------|
| 1  |  | $\frac{1}{1} \frac{1}{0}$  | 21 |  | $\frac{1}{1} \frac{21}{0}$ |
| 2  |  | $\frac{1}{1} \frac{2}{0}$  | 22 |  | $\frac{1}{1} \frac{22}{0}$ |
| 3  |  | $\frac{1}{1} \frac{3}{0}$  | 23 |  | $\frac{1}{1} \frac{23}{0}$ |
| 4  |  | $\frac{1}{1} \frac{4}{0}$  | 24 |  | $\frac{1}{1} \frac{24}{0}$ |
| 5  |  | $\frac{1}{1} \frac{5}{0}$  | 25 |  | $\frac{1}{1} \frac{25}{0}$ |
| 6  |  | $\frac{1}{1} \frac{6}{0}$  | 26 |  | $\frac{1}{1} \frac{26}{0}$ |
| 7  |  | $\frac{1}{1} \frac{7}{0}$  | 27 |  | $\frac{1}{1} \frac{27}{0}$ |
| 8  |  | $\frac{1}{1} \frac{8}{0}$  | 28 |  | $\frac{1}{1} \frac{28}{0}$ |
| 9  |  | $\frac{1}{1} \frac{9}{0}$  | 29 |  | $\frac{1}{1} \frac{29}{0}$ |
| 10 |  | $\frac{1}{1} \frac{10}{0}$ | 30 |  | $\frac{1}{1} \frac{30}{0}$ |
| 11 |  | $\frac{1}{1} \frac{11}{0}$ | 31 |  | $\frac{1}{1} \frac{31}{0}$ |
| 12 |  | $\frac{1}{1} \frac{12}{0}$ | 32 |  | $\frac{1}{1} \frac{32}{0}$ |
| 13 |  | $\frac{1}{1} \frac{13}{0}$ | 33 |  | $\frac{1}{1} \frac{33}{0}$ |
| 14 |  | $\frac{1}{1} \frac{14}{0}$ | 34 |  | $\frac{1}{1} \frac{34}{0}$ |
| 15 |  | $\frac{1}{1} \frac{15}{0}$ | 35 |  | $\frac{1}{1} \frac{35}{0}$ |
| 16 |  | $\frac{1}{1} \frac{16}{0}$ | 36 |  | $\frac{1}{1} \frac{36}{0}$ |
| 17 |  | $\frac{1}{1} \frac{17}{0}$ | 37 |  | $\frac{1}{1} \frac{37}{0}$ |
| 18 |  | $\frac{1}{1} \frac{18}{0}$ | 38 |  | $\frac{1}{1} \frac{38}{0}$ |
| 19 |  | $\frac{1}{1} \frac{19}{0}$ | 39 |  | $\frac{1}{1} \frac{39}{0}$ |
| 20 |  | $\frac{1}{1} \frac{20}{0}$ | 40 |  | $\frac{1}{1} \frac{40}{0}$ |